OKLAHOMA SCHOOL TESTING PROGRAM

PARENT, STUDENT, AND TEACHER GUIDE

College- and Career-Readiness Assessment:

SCIENCE CONTENT and U.S. HISTORY CONTENT

2021–2022 GRADE 11

OKLAHOMA Education

College- and Career-Readiness Assessments: Science and U.S. History Content Administration Dates

Online Testing Window
April 4–22, 2022

Paper Testing* Window
April 4–15, 2022

*under special circumstances only

JOY HOFMEISTER
STATE SUPERINTENDENT *of* PUBLIC INSTRUCTION
OKLAHOMA STATE DEPARTMENT *of* EDUCATION

Dear Families and Educators,

In order to expand instructional time and optimize student learning, the Oklahoma School Testing Program (OSTP) takes place in the final weeks of the school year for elementary and middle school students. Districts may select the dates that best fit their academic calendars within the approved testing window located at https://sde.ok.gov/office-assessments. Preliminary test results will be available online in June to families through the Oklahoma Parent Portal.

To access the Oklahoma Parent Portal and view past or new test results for your student, visit https://okparentportal.emetric.net/login. To create an account, you will need your student's 10-digit Student Testing Number (STN) and date of birth. If you do not know your student's STN please contact your student's school. The Oklahoma Parent Portal can help families monitor academic progress over time as well as provide specific information on needed support or enrichment to keep the momentum building.

For an overview of the tests and digital version of the OSTP Parent, Student and Teacher Guides please visit https://sde.ok.gov/oklahoma-school-testing-program-ostp-families. In the guides, you will find an explanation of what is covered in each test and sample questions to become familiar with the test format. These will help you and your student understand what to expect.

OSTP tests measure your student's progress in learning the Oklahoma Academic Standards for English language arts, mathematics and science. To learn more about the subject standards, which show what students should know and be able to do in each grade level, please visit https://sde.ok.gov/oklahoma-academic-standards.

If you have questions, please contact your school or the State Department of Education at (405) 521-3341 or assessments@sde.ok.gov.

Sincerely,

Joy Hofmeister
State Superintendent of Public Instruction

2500 North Lincoln Boulevard, Oklahoma City, OK 73105-4599 • (405) 521-3301 • Joy.Hofmeister@sde.ok.gov

TABLE OF CONTENTS

Administration Dates . . . . . **ii**
Superintendent Letter **1**
The Oklahoma School Testing Program. **3**
Helping Your Student Prepare 3
CCRA: Science Content **4**
What is my student learning? 4
How can I help my student at home? 4
CCRA: Science Content Practice Questions **5**
CCRA: U.S. History Content **23**
What is my student learning? 23
How can I help my student at home? 23
CCRA: U.S. History Content Practice Questions **24**
Answer Keys **40**
Answer Sheet **51**
Periodic Table of Elements . . . . . **Inside Back Cover**

THE OKLAHOMA SCHOOL TESTING PROGRAM

State and federal laws require all students to be assessed in English language arts (ELA), math, science, and U.S. History once in high school. These assessments provide valuable indicators of career readiness and provide guidance for coursework needed in the senior year. Results from College- and Career-Readiness Assessments (CCRA) can be used to inform school or district level changes to programs and curriculum. They also help schools measure how students in a given class, school, or district are performing in relation to other students who take the same test. As such, college- and career-readiness assessments serve as a component of the Oklahoma School Report Card to meet state and federal accountability requirements.

This year, students enrolled in Grade 11 will take the following assessments:

- Each district will administer College- and Career-Readiness Assessment for math and ELA, including a writing section. The test will be administered through a nationally recognized college entrance exam.
- Students will take the College- and Career-Readiness Assessment: Science Content and U.S. History Content, both aligned to the Oklahoma Academic Standards and delivered through an online platform.

Helping Your Student Prepare

There are a number of ways that you can support your student's learning habits on a daily basis that will help him or her be more prepared when it is time to be tested.

Here are some ideas for your student to think about before taking a test.

- Make sure that your student has taken the practice tests offered so that they are familiar with the platforms and tools available.
- Make sure your student gets plenty of rest and has a well-balanced diet.
- Reassure your student that the test is just one opportunity to show what he or she knows. Classwork, projects, and other tests also show how much a student has learned throughout the year.

CCRA: SCIENCE CONTENT

The CCRA: Science Content is the only assessment that measures the full depth and breadth of the Oklahoma Academic Standards for science. The test blueprint describes the content and structure of the test and defines the target number of test items by reporting category for the CCRA: Science Content.

What is my student learning?

The Grade 11 College- and Career-Readiness Assessment: Science Content provides one measure of student understanding of The Oklahoma Academic Standards for Science. Students in high school continue to develop their understanding of the eight core ideas in the physical and life sciences. These ideas include the most fundamental concepts from chemistry, physics, and the life sciences. Students learn about these concepts by making connections with the crosscutting concepts, and by exploring them through the eight science and engineering practices:

- Asking Questions and Defining Problems
- Developing and Using Models
- Planning and Carrying Out Investigations
- Analyzing and Interpreting Data
- Using Mathematics and Computational Thinking
- Constructing Explanations and Designing Solutions
- Engaging in Argument from Evidence
- Obtaining, Evaluating, and Communicating Information

How can I help my student at home?

- Discuss what your student is doing in school with them and ask them to explain it to you.
- Be open to exploring questions when you do not know the answer. Learning together with your student encourages scientific, evidence-based thinking and shows that learning is a lifelong process.
- Discuss current events about scientific discoveries with your student.
- Encourage your student to ask and research questions about common daily occurrences. Everyday questions may include:
    - Why does satellite TV not work during a storm?
    - Why is it necessary to unscrew hoses from the spigot in the winter?
    - Why can't metal go in a microwave?
    - Why is it important to keep space between vehicles when driving?
    - Why does a large truck take longer to stop than a smaller car?
    - Why is skin drier in the winter than in the summer?

CCRA: Science Content Practice Questions

The practice questions you see here represent the types of questions and interactions your student will see when they take the state test. The tests are designed to be administered on the computer and feature a variety of tools and interactive questions that are more engaging and aligned with 21st century teaching and learning practices. The CCRA Practice Test platform can be accessed using the information shown below:

URL: https://okpracticetest.cognia.org/student/login

Login credentials are not required for the Practice Test. Use the drop-down menu under "Select a Test" to select CCRA Practice Test. Then click "Go."

Note: If login credentials are requested, clear your browser's cache and relaunch the Practice Test.

A student's performance on the sample items provided in the CCRA Practice Test platform and in this guide does not predict their overall performance on the CCRA: Science Content. The purpose of the sample items is to allow students and parents to familiarize themselves with the types of questions that may be seen. An explanation as to why a particular response is correct or incorrect can be found at the end of this guide with the answer key.

Students will have access to a periodic table reference sheet as well as to a scientific calculator to use during the CCRA: Science Content. The reference sheet is available at the end of this manual and online at oklahoma.onlinehelp.cognia.org/reference-sheets/. For the calculator policy, visit https://sde.ok.gov/documents/ostp-accommodation-manuals-companion-documents.

For more information about the Grade 11 CCRA: Science Content and/or the Oklahoma Academic Standards, visit the Test Blueprint and Item Specifications at: https://sde.ok.gov/sites/default/files/OK_21-22_TIS_Sci_G11_ADA.pdf.

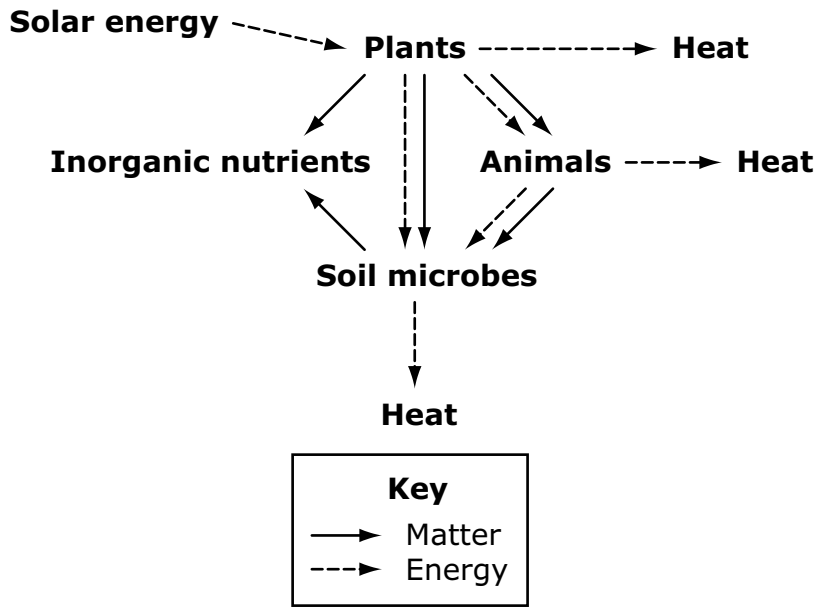
Directions

Read each question and choose the best answer. Then mark your answer on the answer document. Make sure you find the question number on the answer document that matches the question number in the Science Test.

Study the information. Then answer the following three questions.

A group of students studied a grassland ecosystem. The students learned that biomass is a measure of the amount of matter in an ecosystem. They also learned that energy is primarily transferred through an ecosystem in the form of food. The students created a diagram to show what they learned.

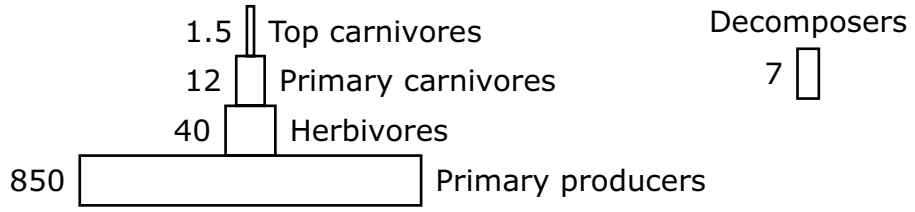
Matter and Energy Flow in a Grassland Ecosystem



After the students created the diagram, their teacher asked them to answer this question: *How is biomass related to energy flow in the grassland ecosystem?*

To help them answer the question, the students found biomass data. They created this second diagram to illustrate the data.

Pyramid of Biomass (g/m^2)



1 A student makes a claim about how the heat energy shown in the diagram "Matter and Energy Flow in a Grassland Ecosystem" helps explain the amounts of biomass shown in the diagram "Pyramid of Biomass."

> **Claim:** As heat energy is released by consumers, less heat is available to organisms at the next level. Therefore the higher pyramid levels contain less biomass.

Which statement <u>best</u> analyzes the student's claim?

A The claim is supported; organisms store heat energy in food to produce biomass, and the available heat energy decreases at the higher levels.

B The claim is supported; the amount of biomass stored at higher levels is very small, and small amounts of biomass show that energy and matter are lost from a system.

C The claim is rejected; heat energy flows in all directions among the levels, and this allows food energy to be stored within biomass at all levels.

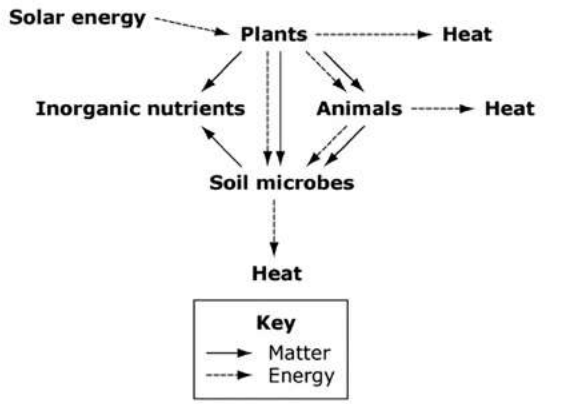
D The claim is rejected; energy from food is used to produce biomass, and the conversion of some of this energy to heat in each level reduces energy to be stored in biomass.

GO ON ▶

2

A group of students studied a grassland ecosystem. The students learned that biomass is a measure of the amount of matter in an ecosystem. They also learned that energy is primarily transferred through an ecosystem in the form of food. The students created a diagram to show what they learned.

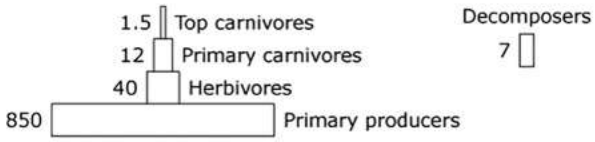
Matter and Energy Flow in a Grassland Ecosystem



After the students created the diagram, their teacher asked them to answer this question: *How is biomass related to energy flow in the grassland ecosystem?*

To help them answer the question, the students found biomass data. They created this second diagram to illustrate the data.

Pyramid of Biomass (g/m^2)



Three claims about energy flow in the ecosystem are listed. Some of the claims are supported by the information in the diagrams, while other claims are not supported. **Identify whether each claim is "supported" or "not supported" based on the reasoning provided.** Use the drop-down menu next to each claim to select your responses. To select an answer click the menu and then click the desired answer.

Claim	Supported or Not Supported?
The plants receive food energy from other organisms and from sunlight.	-Select an Answer-
The amount of stored energy changes as it flows between different trophic levels.	-Select an Answer-
The energy available to animals and microbes is limited by photosynthesis in plants.	-Select an Answer-

Claim	Supported or Not Supported?
The plants receive food energy from other organisms and from sunlight.	-Select an Answer- Supported: the food web shows a solid arrow from inorganic nutrients to plants Not Supported: the food web shows a single dashed arrow from the sun to the plants
The amount of stored energy changes as it flows between different trophic levels.	
The energy available to animals and microbes is limited by photosynthesis in plants.	-Select an Answer-

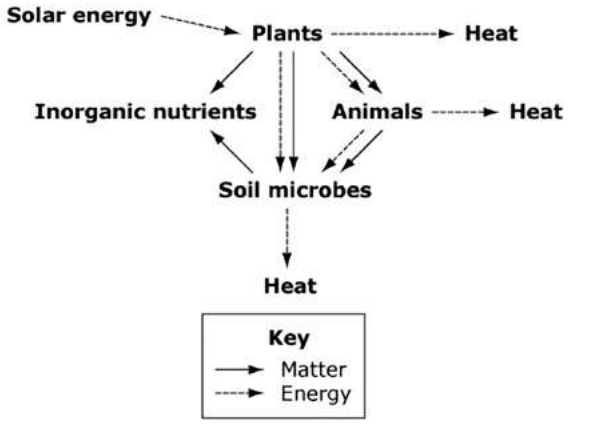
Claim	Supported or Not Supported?
The plants receive food energy from other organisms and from sunlight.	-Select an Answer-
The amount of stored energy changes as it flows between different trophic levels.	-Select an Answer- Supported: the food web shows arrows between the organisms and heat Not Supported: the food web shows that both heat and energy move through the ecosystem
The energy available to animals and microbes is limited by photosynthesis in plants.	

Claim	Supported or Not Supported?
The plants receive food energy from other organisms and from sunlight.	-Select an Answer-
The amount of stored energy changes as it flows between different trophic levels.	-Select an Answer-
The energy available to animals and microbes is limited by photosynthesis in plants.	-Select an Answer- Supported: the arrows trace all energy back to the use of sunlight by plants Not Supported: heat energy is present at each level of the system

3

A group of students studied a grassland ecosystem. The students learned that biomass is a measure of the amount of matter in an ecosystem. They also learned that energy is primarily transferred through an ecosystem in the form of food. The students created a diagram to show what they learned.

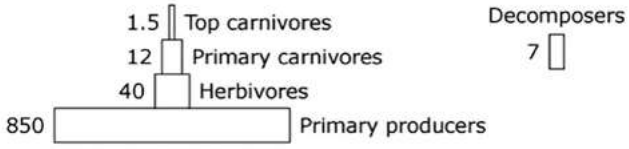
Matter and Energy Flow in a Grassland Ecosystem



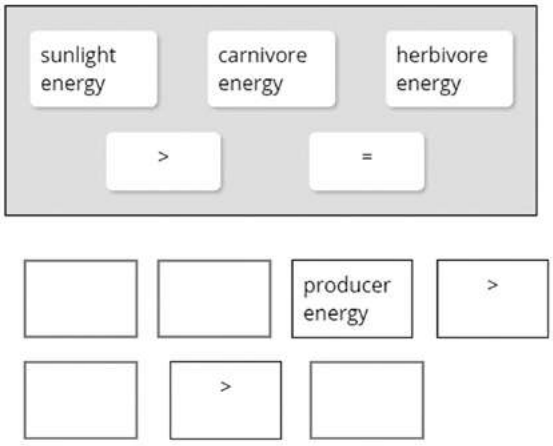
After the students created the diagram, their teacher asked them to answer this question: *How is biomass related to energy flow in the grassland ecosystem?*

To help them answer the question, the students found biomass data. They created this second diagram to illustrate the data.

Pyramid of Biomass (g/m^2)



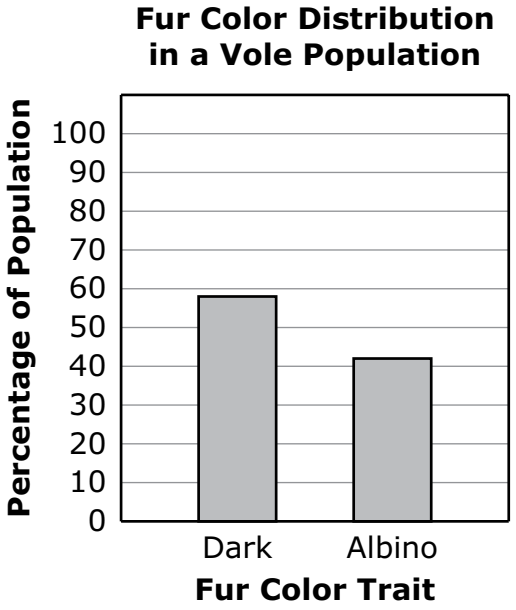
Complete the mathematical expression to compare the amounts of energy in different levels of the ecosystem. Drag and drop the labels into the boxes to create the mathematical expression for the amounts of energy at the different levels. To drag a label, click and hold the label, and then drag it to the desired space. You may use each label once or not at all.



Study the information. Then answer the following three questions.

Meadow voles are small rodents similar to mice that are found in grassy areas. They store food and give birth to their young in underground burrows. Meadow voles usually have dark fur, but they can sometimes have white fur. Voles with white fur are called albinos. The genetic cause of the albino phenotype is the recessive form of a gene for fur color in voles. The dominant form of the gene codes for dark fur.

Albino voles are typically rare and usually have low survival rates in the population. Scientists recorded the distribution of fur color phenotypes in a vole population in one particular habitat, as shown in the graph.



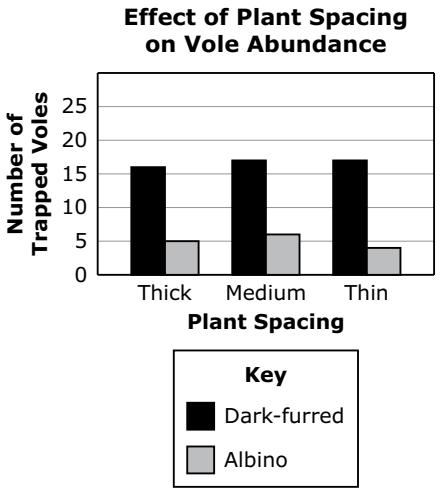
Because the data were not what the scientists expected, they decided to investigate how genetic and environmental factors affect the distribution of expressed traits in vole populations.

4 When thinking about environmental factors to explain the data in the graph "Fur Color Distribution in a Vole Population," scientists observed that there were many plants growing close together in the habitat. The scientists hypothesized that the thick plant cover allowed albino voles to be hidden from predators, and that this caused the fur color distribution seen in the vole population.

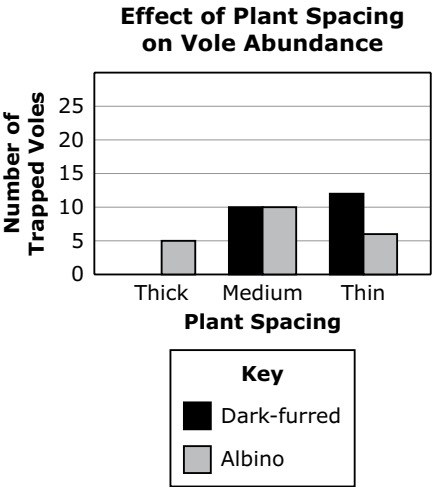
The scientists set up an experiment to test how the spacing of plants in an area affects the abundance of dark-furred and albino voles. In late spring, scientists released equal numbers of dark-furred and albino voles into habitats with different spacing and numbers of plants. Three months later, they set traps to capture some of the voles remaining in each area.

Which graph shows results that <u>best</u> support the scientists' hypothesis?

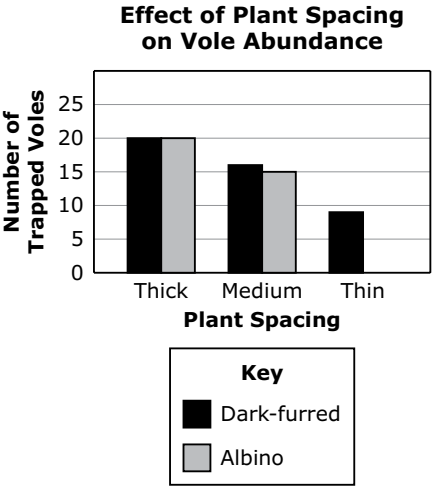
F



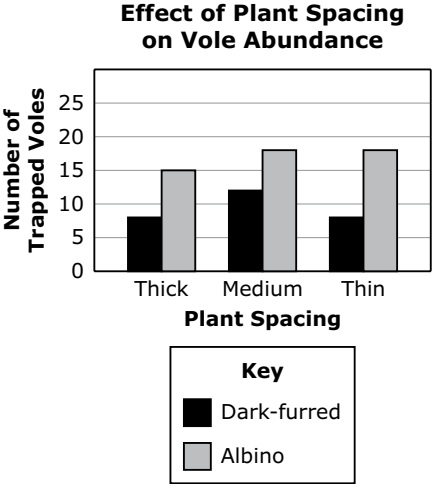
G



H



J

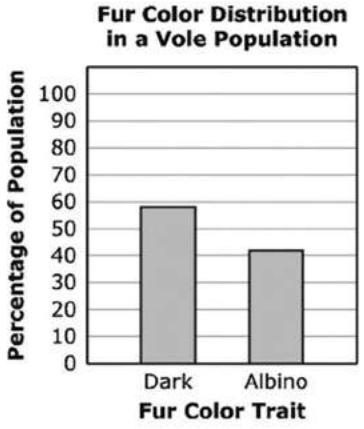


5

Study the information. Then answer the following three questions.

Meadow voles are small rodents similar to mice that are found in grassy areas. They store food and give birth to their young in underground burrows. Meadow voles usually have dark fur, but they can sometimes have white fur. Voles with white fur are called albinos. The genetic cause of the albino phenotype is the recessive form of a gene for fur color in voles. The dominant form of the gene codes for dark fur.

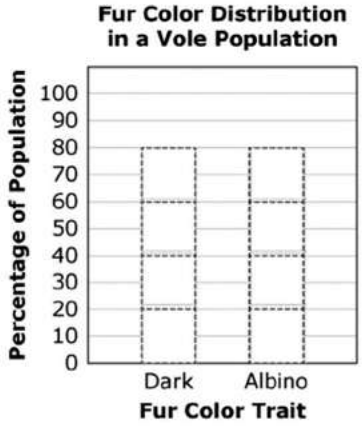
Albino voles are typically rare and usually have low survival rates in the population. Scientists recorded the distribution of fur color phenotypes in a vole population in one particular habitat, as shown in the graph.



Because the data were not what the scientists expected, they decided to investigate how genetic and environmental factors affect the distribution of expressed traits in vole populations.

Scientists also wondered how another environmental factor, snow, would affect the distribution of fur color in the vole population. They measured survival of dark-furred and albino voles in the winter, after several years with winters that had more snow than usual.

Complete the bar graph to show how the fur color distribution in a vole population would <u>most likely</u> change for voles captured under these conditions. Click on the boxes in the graph to create two solid-colored bars with appropriate heights. To select a box, click the box. To deselect a box, click on it again.

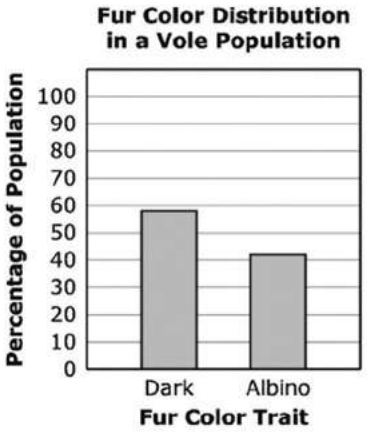


6

Study the information. Then answer the following three questions.

Meadow voles are small rodents similar to mice that are found in grassy areas. They store food and give birth to their young in underground burrows. Meadow voles usually have dark fur, but they can sometimes have white fur. Voles with white fur are called albinos. The genetic cause of the albino phenotype is the recessive form of a gene for fur color in voles. The dominant form of the gene codes for dark fur.

Albino voles are typically rare and usually have low survival rates in the population. Scientists recorded the distribution of fur color phenotypes in a vole population in one particular habitat, as shown in the graph.



Because the data were not what the scientists expected, they decided to investigate how genetic and environmental factors affect the distribution of expressed traits in vole populations.

Although the environment plays a role in determining the distribution of the fur color trait in the vole population, the percentages of albino voles and voles with dark fur are also influenced by the mating patterns of the voles.

Match each vole cross to its likely outcome to show the expected percentages of offspring with each fur color. To connect a cross and outcome, click the cross and then the outcome, and a line will automatically be drawn between them. To remove a connection, hold the pointer over the line until it turns red, and then click it. You may connect each outcome to more than one vole cross.

Vole cross	Outcome
	50% dark fur and 50% albino fur
AA x AA	
Aa x aa	100% of offspring with dark fur
AA x aa	
aa x aa	100% of offspring with albino fur

Study the information. Then answer the following three questions.

Researchers noticed that whales from distant pods travel in parallel even though they are thousands of miles apart. They also arrive at their destinations at about the same time. It appeared they somehow communicate even when far apart. When people communicate, they have to be close to each other even if they use speakers or talk loudly. After learning about this, a class was doing research to try and better understand how whales appear to be able to communicate over such long distances.

The students found the following information:

- Humans can hear sound in a range 20–20,000 Hz but normal human speech is between 85 and 255 Hz.
- Whales communicate in the rage of 30–80,000 Hz.

The students know there is a relationship between velocity, wavelength, and frequency, and the relationship is shown in the formula.

$\boldsymbol{v = f\lambda}$, where v = velocity, f = frequency, and λ = wavelength

The students looked up the velocity of sound in different media. The data the students found are shown in the table.

Light Velocity in Various Media

Medium	Density (kg/m^3)	Velocity ($\times 10^8$ m/s)
Vacuum	~0.00	3.0
Air	1.20	~3.0
Water	998	2.25
Glass	1,922	1.89

GO ON ▶

7 If the frequencies used by a whale and a human are the same, the whale song will still travel much further than the human voice.

What relationship explains why a whale can communicate over longer distances than a human can?

A change in v/f = change in λ

B change in density/change in v = change in $f\lambda$

C The wavelength of sound in air is shorter due to friction, so the sound does not travel as far.

D The change in wavelength causes a change in density of the water, so the wave travels farther.

8

Study the information. Then answer the following three questions.

Researchers noticed that whales from distant pods travel in parallel even though they are thousands of miles apart. They also arrive at their destinations at about the same time. It appeared they somehow communicate even when far apart. When people communicate, they have to be close to each other even if they use speakers or talk loudly. After learning about this, a class was doing research to try and better understand how whales appear to be able to communicate over such long distances.

The students found the following information:

- Humans can hear sound in a range 20–20,000 Hz but normal human speech is between 85 and 255 Hz.
- Whales communicate in the range of 30–80,000 Hz.

The students know there is a relationship between velocity, wavelength, and frequency, and the relationship is shown in the formula.

$v = f\lambda$, where v = velocity, f = frequency, and λ = wavelength

The students looked up the velocity of sound in different media. The data the students found are shown in the table.

Light Velocity in Various Media

Medium	Density (kg/m^3)	Velocity ($\times 10^8$ m/s)
Vacuum	~0.00	3.0
Air	1.20	~3.0
Water	998	2.25
Glass	1,922	1.89

Drag and drop the four descriptions of sound waves from the list into the table to describe how sound waves of the same frequency behave in each medium.

To drag a change, click and hold the change, and then drag it to the desired space. To remove a change, click and hold it. Then drag it back to the original location.

higher velocity | shorter wavelength

lower velocity | longer wavelength

Sound Wave Behavior

Salt Water	Air

9

Study the information. Then answer the following three questions.

Researchers noticed that whales from distant pods travel in parallel even though they are thousands of miles apart. They also arrive at their destinations at about the same time. It appeared they somehow communicate even when far apart. When people communicate, they have to be close to each other even if they use speakers or talk loudly. After learning about this, a class was doing research to try and better understand how whales appear to be able to communicate over such long distances.

The students found the following information:

- Humans can hear sound in a range 20–20,000 Hz but normal human speech is between 85 and 255 Hz.
- Whales communicate in the range of 30–80,000 Hz.

The students know there is a relationship between velocity, wavelength, and frequency, and the relationship is shown in the formula.

$v = f\lambda$, where v = velocity, f = frequency, and λ = wavelength

The students looked up the velocity of sound in different media. The data the students found are shown in the table.

Light Velocity in Various Media

Medium	Density (kg/m^3)	Velocity ($\times 10^8$ m/s)
Vacuum	~0.00	3.0
Air	1.20	~3.0
Water	998	2.25
Glass	1,922	1.89

Select the claims for a given sound wave that are supported by the students' research information and the formula $v = f\lambda$.

To select a claim, click the claim. To deselect a claim, click it again. Select all that apply.

1. Sound wave frequency depends on the medium through which it travels.

2. Sound waves are longer when they travel in the air than in water.

3. Sound wave frequency remains constant regardless of the density of the medium.

4. Sound wave velocity decreases when it travels from air to water because of the change in density.

5. If sound waves have the same frequency, the longer wavelength has a higher velocity than the shorter wavelength.

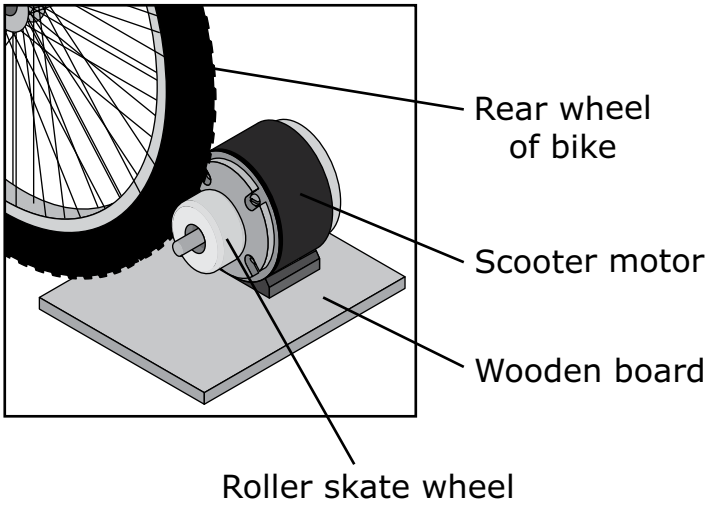
6. Sound wavelength is directly proportional to velocity regardless of the medium.

Study the information. Then answer the following three questions.

Students in a science class were asked to build a device that would convert one form of energy into another form. The students were given the following design criteria:

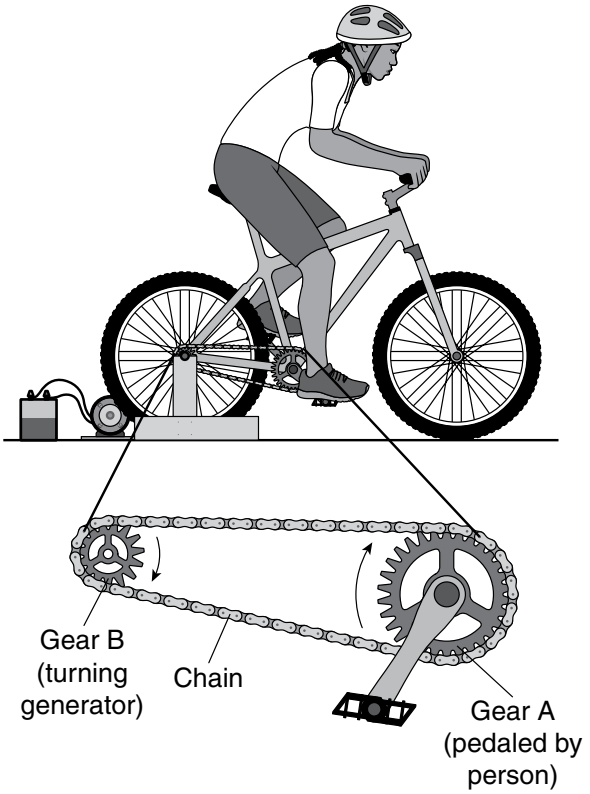
- device must charge a battery to run a six-watt cell phone for seven hours (forty-two watt hours [Wh])
- device must be portable
- device must be built from recycled materials

One group of students designed a bike-powered charging station. They learned that a motor run in reverse can work as an electrical generator. They built their generator by attaching a roller skate wheel to an old scooter motor. The generator was mounted to a wooden board, as shown in the first diagram.



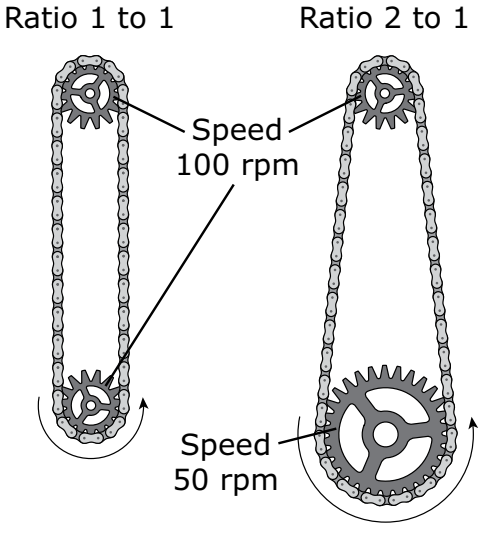
The generator was placed behind the rear wheel of the bike with the roller skate wheel touching the bike wheel. When the bike wheel spun it caused the roller skate wheel to rotate, spinning the generator and producing electricity. Next, the students built a wooden stand to hold the bike upright. Then the students attached the generator to a rechargeable twelve-volt battery.

The second diagram shows the completed setup.



A person pedaled to turn Gear A, which caused the chain attached to the gear to move. This, in turn, caused Gear B and the back wheel to spin, producing electricity and charging the battery. The students noticed that Gears A and B turned at different rates. The students learned this difference in rate is called gear ratio. The third diagram shows how gear size affects gear ratio. Gear speed is measured in rpm (revolutions per minute).

Gear Ratio



The data table shows speed data the students recorded for four people using the bike generator.

Speed Testing

3–minute Test				
	Gear Speed (rpm)			
Person	**Gear A**	**Gear B**	**Charging Power (W)**	**Stored Energy (Wh)**
W	103	323	129.1	6.46
X	105	330	151	7.55
30–minute Test				
Y	102	315	105	52.5
Z	101	316	106	53

The students also learned that not all of the energy put into the battery would be available to charge the cell phone. In general, only about 70% of the energy stored in a battery can be used to charge a device.

GO ON ▶

10 **Which statement best describes an energy conversion in this system?**

F Mechanical energy is converted to potential energy between Gear A and the chain.

G Kinetic energy is converted to potential energy between the rear wheel and Gear B.

H Potential energy is converted to chemical energy between the generator and the battery.

J Mechanical energy is converted to thermal energy between the rear wheel and the generator.

11 **Based on the input and output data shown in the table, is the design useful?**

A Yes, because 3 minutes of pedaling will produce an average of 140 W of power, and 98 W will be available to charge the phone.

B No, because 30 minutes of pedaling will produce an average of 52.8 Wh of power, and 37 Wh will be available to charge the phone.

C Yes, because 30 minutes of pedaling will produce an average of 105.5 W of power, and 42 W are needed to run the cell phone for 7 hours.

D No, because 3 minutes of pedaling will produce an average of 7.01 Wh of power, and 42 Wh are needed to run the cell phone for 7 hours.

12 **Which change will decrease the amount of time it takes to transfer energy to the battery, assuming the cyclist continues pedaling at approximately 100 rpm?**

F replace Gears A and B with two larger gears

G replace Gears A and B with two smaller gears

H replace Gear A with a larger gear and Gear B with a smaller gear

J replace Gear A with a smaller gear and Gear B with a larger gear

STOP

CCRA: U.S. HISTORY CONTENT

The Grade 11 College- and Career-Readiness Assessment: U.S. History Content measures the Oklahoma Academic Standards for U.S. History. The test blueprint describes the content and structure of the test and defines the target number of test items by reporting category for the CCRA: U.S. History Content.

What is my student learning?

Students in grade 11 continue to develop and demonstrate social studies reading and writing literacy skills. Students can read and analyze social studies texts and compare the point of view of two or more authors on the same or similar subjects. Students can write arguments focused on social studies–specific content, conduct research projects, and draw evidence from informational texts to support analysis, reflection, and research.

How can I help my student at home?

- Discuss historical and current events with your student.
- Research with your student different historical and current events.
- Discuss how different people may have different perspectives on historical and current events and why their perspectives may be different.
- Discuss different laws and amendments, why they were created, and what implications they have on citizens.

CCRA: U.S. History Content Practice Questions

The practice questions you see here represent the types of questions and interactions your student will see when they take the state test. The tests are designed to be administered on the computer and feature a variety of tools aligned with 21st century teaching and learning practices. The CCRA Practice Test platform can be accessed using the information shown below:

URL: https://okpracticetest.cognia.org/student/login

Login credentials are not required for the Practice Test. Use the drop-down menu under "Select a Test" to select CCRA Practice Test. Then click "Go."

Note: If login credentials are requested, clear your browser's cache and relaunch the Practice Test.

A student's performance on the sample items provided in the CCRA Practice Test platform and in this guide does not predict their overall performance on the Grade 11 CCRA: U.S. History Content. The purpose of the sample items is to allow students and parents to familiarize themselves with the types of questions that may be seen. An explanation as to why a particular response is correct or incorrect can be found at the end of this guide with the answer key.

For more information about the Grade 11 CCRA: U.S. History Content, visit the Test Blueprint and Item Specifications at: https://sde.ok.gov/sites/default/files/OK-CCRA_21-22_TIS_USH_ADA.pdf.

For more information on the Oklahoma Academic Standards for U.S. History, please visit https://sde.ok.gov/social-studies.

Directions

Read each question and choose the best answer. Then mark your answer on the answer document. Make sure you find the question number on the answer document that matches the question number in the U.S. History Test.

1 **Some economists criticize the New Deal as the beginning of**

A deficit spending.

B a national depression.

C a command economy.

D trickle-down economics.

2

> "Europe's requirements for the next three or four years of foreign food and other essential products—principally from America—are so much greater than her present ability to pay that she must have substantial additional help or face economic, social, and political [decline] of a very grave character."
>
> —Secretary of State George Marshall, 1947

What was the main goal of the "help" mentioned by Secretary Marshall?

F to repay loans made to the Soviet Union

G to stop the spread of communism in Europe

H to take over western European governments

J to aid the Soviet Union in rebuilding its military strength

3 **What is the purpose of the 15th Amendment?**

A to protect African Americans from slavery

B to protect the right of African Americans to vote

C to allow U.S. citizens to vote in other countries

D to make it easier for immigrants to become U.S. citizens

4

"I am tired of fighting. Our chiefs are killed. Looking Glass is dead. Toohulhulsote is dead. The old men are all dead. It is the young men who say yes or no. He who led the young men is dead.

It is cold and we have no blankets. The little children are freezing to death. My people, some of them, have run away to the hills and have no blankets, no food . . . I want to have time to look for my children and see how many I can find. Maybe I shall find them among the dead.

Hear me, my chiefs. I am tired. My heart is sick and sad. From where the sun now stands, I will fight no more forever."

—Surrender of Chief Joseph of the Nez Perce, 1877

Chief Joseph was tired of fighting against

F the intermarriage of U.S. citizens and Native Americans.

G the cultural exchange between U.S. citizens and Native Americans.

H the forced relocation of Native Americans to reservation lands.

J the patriarchal society forced on Native American groups by settlers.

Study the information. Then answer the following four questions.

Source A

It is not true that the United States feels any land hunger or entertains any projects as regards the other nations of the Western Hemisphere save such as are for their welfare. All that this country desires is to see the neighboring countries stable, orderly, and prosperous. Any country whose people conduct themselves well can count upon our hearty friendship. If a nation shows that it knows how to act with reasonable efficiency and decency in social and political matters, if it keeps order and pays its obligations, it need fear no interference from the United States. Chronic wrongdoing . . . which results in a general loosening of the ties of civilized society, may in America, as elsewhere, ultimately require intervention by some civilized nation, and in the Western Hemisphere the adherence of the United States to the Monroe Doctrine may lead the United States, however reluctantly, in [obvious] cases of such wrongdoing . . . , to the exercise of an international police power.

—Theodore Roosevelt's Corollary to the Monroe Doctrine, 1904

Source B

—John T. McCutcheon, *Chicago Tribune*, 1914

Source C

Now you are called upon to use your influence to prevent the American people from disregarding the rights of others. Self-restraint is a difficult virtue to practice. . . .

It has been the boast of our nation that right makes might; shall we abandon the motto of the republic and go back a century to the monarchical motto which asserts that might makes right? . . .

Imperialism finds its inspiration in dollars, not in duty. It is not our duty to burden our people with increased taxes in order to give a few speculators an opportunity for exploitation; it is not our duty to sacrifice the best blood of our nation in tropical jungles . . . ; it is not our duty to deny to the people of the Philippines the rights for which our forefathers fought from Bunker Hill to Yorktown.

Our nation has a mission, but it is to liberate those who are in bondage—not to place shackles upon those who are struggling to be free. . . .

—William Jennings Bryan, excerpt from
"Who Saves His Country Saves Himself," 1898

5 **The statement in Source A was used as a justification for American intervention in**

A Cuba.

B Hawaii.

C Samoa.

D Panama.

6 **The creator of Source B would most likely agree with which statement?**

F It is the duty of the United States to liberate oppressed peoples.

G American foreign policy should be less invasive and more helpful.

H American intervention is sometimes harmful to native populations.

J It is the responsibility of the United States to promote isolationism.

7 **The speaker in Source C would most likely agree with which position?**

A support for war against Spain

B support for the policy of imperialism

C opposition to the annexation of Hawaii

D opposition to a decrease in troops overseas

8 **Which conclusion is best supported by Sources A, B, and C?**

F The majority of citizens were in favor of annexing new territories overseas.

G The global influence of the United States expanded rapidly during the early 20th century.

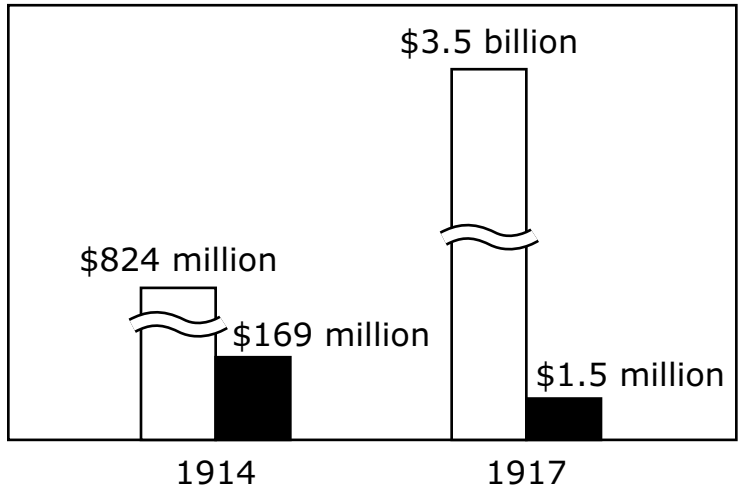
H Few politicians believed in the financial benefits of supporting the white man's burden.

J Few countries could compete economically with the United States during the early 20th century.

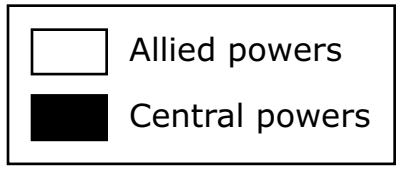
GO ON ▶

9

United States Exports



Key



Which inference about World War I is <u>best</u> supported by the data in this graph?

A The Allied Powers had no need for U.S. exports.

B The U.S. desire for strict neutrality was difficult to meet.

C The value of U.S. exports remained constant during the war.

D The Central Powers did not want to trade with the United States after the war began.

10 **Which early twentieth-century leader is best known for supporting women's suffrage?**

F Alice Paul

G Ida Tarbell

H Carry Nation

J Jane Addams

Study the information. Then answer the following four questions.

Source A

President Roosevelt has cleverly camouflaged a most amazing and startling proposal for packing the Supreme Court. . . . Increasing the number of judges from nine to fifteen would not make this high tribunal act any more promptly than it does now, but it would give the President control of the Judiciary Department.

. . . The President is mistaken, if he thinks he can conceal his real purpose of packing, influencing and controlling the Supreme Court . . . The Supreme Court has been the anchor that has held America safe through many storms. Its absolute independence and integrity must never be in doubt.

Our Government is composed of three departments, Legislative, Executive and Judiciary. These are the foundations of our Democracy. As a result of the election and the transfer of powers by so-called emergency measures, the Executive now dominates the Legislative Department. The President now proposes also to dominate the Judiciary.

Do we want to give to this man or any one man complete control of these three departments of our Government which, from the beginning of the Republic, have been kept entirely separate and independent? This proposal should give every American grave concern for it is a step towards absolutism and complete dictatorial power.

—Frank Gannett, Gannett Publishing,
Rochester, New York, February 23, 1937

Source B

—Published by the *Waterbury Connecticut Republican*, 1937

Source C

Carmichael v. Southern Coal & Coke Company, 1937

Facts of the Case:

The Social Security Act sets up a scheme for providing unemployment benefits for workers. Employers are to pay certain percentages of an employee's monthly payroll into the state's unemployment compensation fund, and each employee is required to contribute to the fund as well. The fund is to be used by the states to pay unemployment benefits.

5–4 DECISION FOR SOCIAL SECURITY ACT

Decision of the Supreme Court:

"The Act, as an Act taxing employers, is within the state taxing power. . . . The expenditure under the Act serves a public purpose. Relief of unemployment is such a public purpose. When public evils ensue from individual misfortunes or needs, the legislature may strike at the evil at its source. . . . The pooled-fund plan provides for a pooling of all contributions in a single undivided fund from which benefits are paid to eligible employees."

—Chief Justice Charles Evans Hughes,
U.S. Supreme Court, Volume 301

11 **The plan described in Source A and Source B was intended**

A to guarantee the ratification of new amendments.

B to increase the influence of the executive branch.

C to provide the unemployed with government benefits.

D to stabilize the economy after a series of bank failures.

GO ON ▶

12 **Source C supports the idea that many New Deal programs were**

F upheld by the courts.

G challenged in the courts.

H created to regulate banks.

J designed to limit the rights of workers.

13 **The creators of Source A and Source B would most likely agree with which statement?**

A The judicial branch should be more powerful than the executive branch.

B The New Deal is a temporary fix to a larger problem.

C The Social Security Act violates basic liberties.

D The plan to stack the court is unconstitutional.

14 **Which conclusion is best supported by Sources A, B, and C?**

F President Roosevelt wanted greater assurance that his New Deal programs would not be struck down in court.

G President Roosevelt wanted more control over the House of Representatives and the Senate.

H President Roosevelt wanted to be sure that his actions would not lead to his impeachment by Congress.

J President Roosevelt wanted to increase the likelihood that the Republican Party controlled the judiciary.

GO ON ▶

15

1912 Presidential Election Results by Party

Party	Popular Vote (%)	Electoral Vote (%)
Democratic (Wilson)	43	82
Republican (Taft)	24	2
Progressive (Roosevelt)	28	16

Former Republican President Theodore Roosevelt ran for president on a third-party ticket in 1912. This table best supports which claim about third parties?

A Third parties divert attention from important issues.

B Third-party candidates introduce new ideas into elections.

C Third parties are typically better funded than major parties.

D Third-party candidates usually draw votes away from one major party.

16

"You have a row of dominoes set up, you knock over the first one, and what will happen to the last one is the certainty that it will go over very quickly."

—President Dwight D. Eisenhower, referring to the spread of communism in Southeast Asia, 1954

Which U.S. action was a direct result of President Eisenhower's theory about communism in Vietnam?

F the deployment of additional troops to South Vietnam

G the call for public demonstrations against the Vietnam War

H the decision to negotiate a treaty with North Vietnamese leaders

J the order to end the bombing of North Vietnamese military bases

GO ON ▶

17

Executive Order 11,246 (1965) required federal contractors to take affirmative action to recruit and employ minorities.

President Lyndon B. Johnson issued this executive order primarily to

A eliminate poverty in rural areas.

B reverse the effects of past discrimination.

C reduce the wage gap between men and women.

D end negotiations between labor unions and laborers.

18 **In East Germany and Czechoslovakia, the fall of communism was**

F preceded by large-scale emigration.

G negotiated with long-term opponents.

H met with chaos and confusion by many people.

J completed suddenly and without significant violence.

19

Events in President Bill Clinton's Administration

September 1993—President Clinton promotes negotiations between Yasir Arafat of the Palestine Liberation Organization and Yitzhak Rabin of Israel.

September 1994—President Clinton sends President Jimmy Carter to Haiti to negotiate the removal of the Haitian dictator.

November 1995—President Clinton sponsors negotiations between the leaders of Serbia, Croatia, and Bosnia.

These events <u>best</u> demonstrate President Clinton's

A commitment to peace.

B plans for a world trade organization.

C efforts to negotiate economic sanctions.

D hesitancy to get involved in international affairs.

20 **Which remark made by President George W. Bush during the signing of the Homeland Security Act summarizes the intent of the new department?**

F "Many terrorists are now being interrogated."

G "We understand they hate us because of what we love."

H "America will be better able to respond to future attacks."

J "The wisest use of American strength is to advance freedom."

STOP

<table>
<tr><th colspan="3">Science</th></tr>
<tr><th>Number</th><th>Reporting Category</th><th>Item Distractor Rationales</th></tr>
<tr><td>1</td><td>Life Science</td><td>A. The student may think energy is stored as heat energy in food.
B. The student may think that energy and matter within a system can be lost from a system instead of being transformed to different forms or transferred to different organisms within the system.
C. The student may think heat flows in all directions, and food energy is stored as biomass.
D. Correct. Food is used to produce biomass, and this conversion leads to a loss of heat energy from one trophic level to the next higher trophic level, reducing the energy stored as biomass.</td></tr>
<tr><td>2</td><td>Life Science</td><td>Scoring Rubric
<table>
<tr><th>Score</th><th>Description</th></tr>
<tr><td>2</td><td>2 points for 3 correct options selected</td></tr>
<tr><td>1</td><td>1 point for 2 correct options selected</td></tr>
<tr><td>0</td><td></td></tr>
<tr><td>Blank</td><td></td></tr>
</table>
Distractor Rationale
Correct. Plants receive energy for food only from the Sun. As shown by the loss of heat, the total amount of energy at each trophic level changes. The plants are the only producers shown in the diagram and therefore are the only source of food energy within the system for consumers and decomposers.

The student may think that the arrows point to what is being consumed, rather than the consumers in the diagram. The student may think that heat is not a form of energy. The student may not understand that the amount of energy in the system is constrained.

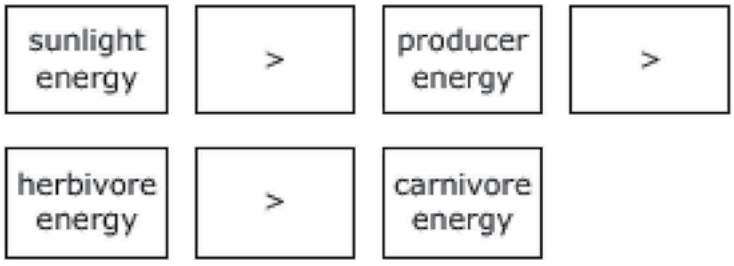
Training Notes:

<table>
<tr><th>Claim</th><th>Supported or Not Supported?</th></tr>
<tr><td>The plants receive food energy from other organisms and from sunlight.</td><td>Not Supported: the food web shows a single dashed arrow from the sun to the plants</td></tr>
<tr><td>The amount of stored energy changes as it flows between different trophic levels.</td><td>Supported: the food web shows arrows between the organisms and heat</td></tr>
<tr><td>The energy available to animals and microbes is limited by photosynthesis in plants.</td><td>Supported: the arrows trace all energy back to the use of sunlight by plants</td></tr>
</table>
</td></tr>
</table>

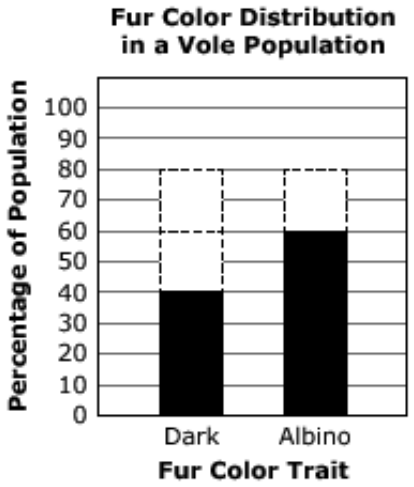
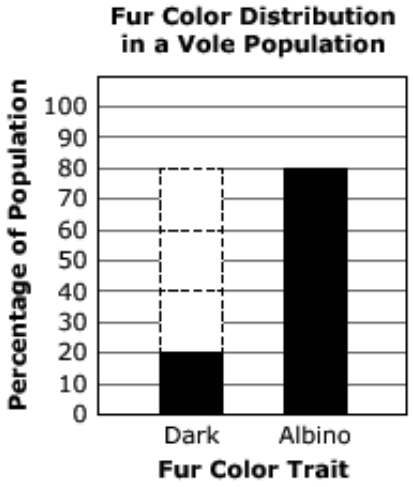
<table>
<tr><th colspan="3">Science</th></tr>
<tr><th>Number</th><th>Reporting Category</th><th>Item Distractor Rationales</th></tr>
<tr><td>2
cont.</td><td>Life Science</td><td>Scoring Notes:
2 points:
Not supported: the food web shows a single dashed arrow from the sun to the plants.
Supported: the food web shows arrows between the organisms and heat.
Supported: the arrows trace all energy back to the use of sunlight by plants.

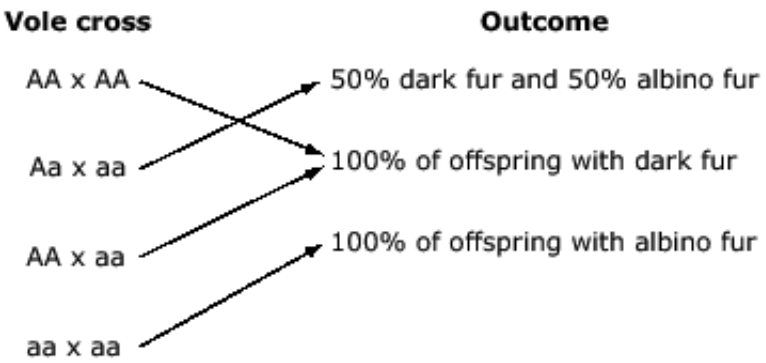
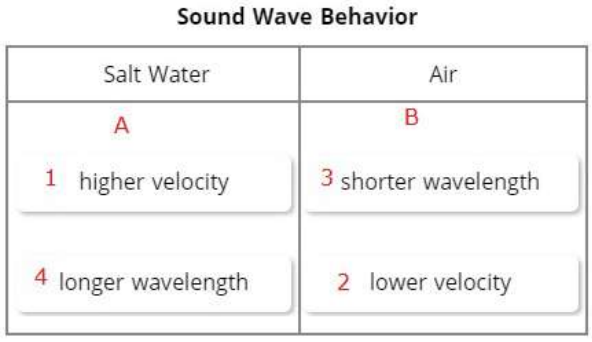
1 point:
Supported: the food web shows a solid arrow from inorganic nutrients to plants.
Supported: the food web shows arrows between the organisms and heat.
Supported: the arrows trace all energy back to the use of sunlight by plants.

1 point:
Not supported: the food web shows a single dashed arrow from the sun to the plants.
Not supported: the food web shows that both heat and energy move through the ecosystem.
Supported: the arrows trace all energy back to the use of sunlight by plants.

1 point:
Not supported: the food web shows a single dashed arrow from the sun to the plants.
Supported: the food web shows arrows between the organisms and heat.
Not supported: heat energy is present at each level of the system.</td></tr>
<tr><td>3</td><td>Life Science</td><td>Scoring Rubric
<table><tr><th>Score</th><th>Description</th></tr><tr><td>2</td><td>2 points for 4 options placed in correct location</td></tr><tr><td>1</td><td>1 point for 3 options placed in correct location</td></tr><tr><td>0</td><td></td></tr><tr><td>Blank</td><td></td></tr></table>Sample Response
  </td></tr>
</table>

<table>
<tr><th colspan="3">Science</th></tr>
<tr><th>Number</th><th>Reporting Category</th><th>Item Distractor Rationales</th></tr>
<tr><td>4</td><td>Life Science</td><td>F. The student may think that plant spacing not having a clear effect on the vole population will support the hypothesis.
G. The student may think that showing a bias against dark-furred voles in thick plant spacing will support the hypothesis.
H. Correct. The graph shows that albino survival decreases and plant spacing increases.
J. The student may think that showing greater numbers of albino voles relative to dark-furred voles supports the hypothesis.</td></tr>
<tr><td>5</td><td>Life Science</td><td>Scoring Rubric
<table><tr><th>Score</th><th>Description</th></tr><tr><td>2</td><td>2 points for Dark bar showing 40% and Albino bar showing 60% OR Dark bar showing 20% and Albino bar showing 80%</td></tr><tr><td>1</td><td>1 point for Dark bar showing 20% and Albino bar showing 60% OR Dark bar showing 40% and Albino bar showing 80%</td></tr><tr><td>0</td><td></td></tr><tr><td>Blank</td><td></td></tr></table>Distractor Rationale
Correct. More albino voles will most likely be captured since their color will better match the snow than dark-furred voles. The total percentages should combine to 100%.
The student may think that snow will not affect the survival and reproduction of voles. The student may not understand that the total percentage should be 100%.</td></tr>
</table>

Science		
Number	**Reporting Category**	**Item Distractor Rationales**
5 cont.	Life Science	**Sample Response**  or 

<table>
<tr><th colspan="3">Science</th></tr>
<tr><th>Number</th><th>Reporting Category</th><th>Item Distractor Rationales</th></tr>
<tr><td rowspan="6">6</td><td rowspan="6">Life Science</td><td colspan="2">Scoring Rubric</td></tr>
<tr><td>Score</td><td>Description</td></tr>
<tr><td>2</td><td>2 points for 4 correct matches</td></tr>
<tr><td>1</td><td>1 point for 3 correct matches</td></tr>
<tr><td>0</td><td>0 points for 2 or fewer correct matches</td></tr>
<tr><td>Blank</td><td></td></tr>
<tr><td colspan="2">Sample Response
 
</td></tr>
<tr><td>7</td><td>Physical Science</td><td colspan="2">A. Correct. Velocity is directly proportional to wavelength, and frequency is constant.
B. Density is not part of the $v = f\lambda$ relationship.
C. The change in velocity is directly proportional to the change in wavelength, and frequency does not change.
D. Density is not part of the $v = f\lambda$ relationship.</td></tr>
<tr><td rowspan="6">8</td><td rowspan="6">Physical Science</td><td colspan="2">Scoring Rubric</td></tr>
<tr><td>Score</td><td>Description</td></tr>
<tr><td>2</td><td>4 correct responses</td></tr>
<tr><td>1</td><td>2 or 3 correct responses and 0 to 2 incorrect responses</td></tr>
<tr><td>0</td><td>0 or 1 correct response</td></tr>
<tr><td>Blank</td><td>no response</td></tr>
<tr><td colspan="2">Sample Response
 
</td></tr>
</table>

<table>
<tr><th colspan="3">Science</th></tr>
<tr><th>Number</th><th>Reporting Category</th><th>Item Distractor Rationales</th></tr>
<tr><td>9</td><td>Physical Science</td><td>
Scoring Rubric
<table>
<tr><th>Score</th><th>Description</th></tr>
<tr><td>2</td><td>3 correct selections and 0 incorrect selections</td></tr>
<tr><td>1</td><td>2 correct and 0 or 1 incorrect selection OR 3 correct selections and 1 incorrect selections</td></tr>
<tr><td>0</td><td>Less than 2 correct or more than 1 incorrect selections</td></tr>
<tr><td>Blank</td><td>no response</td></tr>
</table>
Sample Response
1. Sound wave frequency depends on the medium through which it travels.
2. Sound waves are longer when they travel in the air when compared to water.
3. Sound wave frequency remains constant regardless of the density of the medium.
4. Sound wave velocity decreases when it travels from air to water because of the change in density.
5. If sound waves have the same frequency, the longer wavelength has a higher velocity than the shorter wavelength.
6. Sound wavelength is directly proportional to velocity regardless of the medium.
</td></tr>
<tr><td>10</td><td>Physical Science</td><td>
F. The student may think that the moving chain is potential energy.
G. The student may think that the moving wheel is potential energy.
H. The student may think that the moving generator is potential energy.
J. Correct. As the rear wheel rubs on the generator, causing it to spin, one form of mechanical energy is converted to thermal energy due to friction.
</td></tr>
<tr><td>11</td><td>Physical Science</td><td>
A. The student may not understand that they should consider watt-hours.
B. Correct. Although sufficient watt-hours are produced, not all energy stored in the battery can be put to use.
C. The student may not understand that they should consider watt-hours.
D. The student may not understand that they should also look at the 30-minute test data.
</td></tr>
</table>

Science		
Number	**Reporting Category**	**Item Distractor Rationales**
12	Physical Science	F. The student may not understand that the ratio between the gear sizes is the variable needed to be changed. G. The student may not understand that the ratio between the gear sizes is the variable needed to be changed. **H. Correct. In this scenario the gear ratio increases, and the rpm for gear B increases decreasing the amount of time needed to charge the battery.** J. The student may not understand that in this scenario, the gear ratio decreases because gear B is increasing in size, and the rpm for gear B decreases. This increases the amount of time needed to charge the battery.

U.S. History		
Number	**Reporting Category**	**Item Distractor Rationales**
1	Civics	**A. Correct. Critics of deficit spending argue that the New Deal was the beginning of such practices.** B. The Great Depression had begun before the New Deal. C. The U.S. does not have a command economy. D. Trickle-down economics is a term of the 1980s.
2	U.S. History	F. The Marshall plan did not repay loans to Russia. **G. Correct. The Marshall Plan was designed to help the people that would be vulnerable to communist influence.** H. The purpose of the Marshall Plan was not to take over governments. J. The purpose of the Marshall Plan was to combat the growth of communism, not to foster it.
3	Civics	A. The 15th Amendment was passed to give former male slaves the right to vote in federal elections. The 13th Amendment prohibited slavery. **B. Correct. The 15th Amendment gave African American male former slaves the right to vote.** C. The 15th Amendment applies to U.S. federal elections. D. The 15th Amendment was passed to allow former male slaves the right to vote in federal elections, and not guaranteed citizenship.
4	U.S. History	F. Chief Joseph was tired of being forced to live on reservations and not intermarriage. G. Chief Joseph was tired of being forced to live on reservations and not cultural exchange. **H. Correct. Chief Joseph was tired of being forced to live on reservations.** J. Chief Joseph was tired of being forced to live on reservations and not a patriarchal society.
5	Civics	A. This portion of the Monroe Doctrine was used for U.S. intervention in Panama. B. This portion of the Monroe Doctrine concerned Central and South America. C. This portion of the Monroe Doctrine concerned Central and South America. **D. Correct. This portion of the Monroe Doctrine was used for justification of the intervention and creation of Panama.**
6	U.S. History	**F. Correct. The cartoon implies that the liberation from oppression is a duty of the United States.** G. The cartoon implies that the U.S. policy should involve itself with other countries. H. The cartoon implies that American intervention helps native populations. J. During this time, America favored limited expansionism.
7	U.S. History	A. According to the excerpt, the speaker would not favor the war against Spain. B. According to the excerpt, the speaker would not favor the American imperialism. **C. Correct. According to the excerpt, the speaker would oppose the annexation of Hawaii.** D. The speaker did not specifically mention the number of troops overseas.

U.S. History		
Number	**Reporting Category**	**Item Distractor Rationales**
8	U.S. History	F. The conclusion that the majority if citizens were in favor of American imperialism is not supported by these sources. **G. Correct. The global influence of the United States expanded rapidly during the early 20th century.** H. These sources do not necessarily support the financial benefits of supporting the white man's burden. J. Most economically developed countries could compete economically with the United States during the early 20th century.
9	U.S. History	A. The Allied powers needed American exports during World War I. **B. Correct. The U.S. had established trade relationships with foreign nations before the war and neutrality was hard to meet.** C. The value of U.S. exports fluctuated during World War I. D. The Central Powers wanted to maintain their trade relationships during the war.
10	Civics	**F. Correct. The most famous of these women for her support of women's suffrage was Alice Paul.** G. The most famous of these women for her support of women's suffrage was Alice Paul. H. The most famous of these women for her support of women's suffrage was Alice Paul. J. The most famous of these women for her support of women's suffrage was Alice Paul.
11	Civics	A. These sources are about President Roosevelt's court packing plan. **B. Correct. Court packing would benefit the Roosevelt administration because he would appoint like-minded justices.** C. These sources are about President Roosevelt's court packing plan. D. These sources are about President Roosevelt's court packing plan.
12	Civics	F. Most New Deal programs were challenged in the courts. **G. Correct. Most New Deal programs were challenged in the courts.** H. Most New deal programs were designed to stabilize the economy or create jobs. J. Most New deal programs were designed to stabilize the economy or create jobs.
13	Civics	A. The sources suggest that the three branches should have somewhat equal power. B. The sources do not say that the New Deal programs were temporary. C. The sources do not say that the Social Security Act violates basic liberties. **D. Correct. The sources do indicate that many thought the court stacking was unconstitutional.**
14	Civics	**F. Correct. President Roosevelt wanted to implement his programs and was sure the constitutionality would be questioned by the courts.** G. President Roosevelt had a sympathetic Congress. H. President Roosevelt was not worried about impeachment. J. President Roosevelt wanted to increase the likelihood that Democratic justices would be on the Supreme Court.

U.S. History		
Number	**Reporting Category**	**Item Distractor Rationales**
15	U.S. History	A. Third parties do not necessarily divert attention from issues. B. The table does not support the idea of new ideas into elections. C. This table does not support the idea that third parties raise more funds than traditional parties. **D. Correct. Third parties usually take votes away from a major party candidate.**
16	Civics	**F. Correct. Adherence to the domino theory justified increased presence in Vietnam.** G. The protests against the Vietnam War was not a direct result of President Eisenhower's domino theory. H. The decision to attempt to negotiate with North Vietnam was not in response to the domino theory. J. The order to end bombing of North Vietnam was not a direct result of the Domino Theory.
17	Civics	A. Affirmative Action might have helped eliminate poverty in rural areas, but this was not the main result. **B. Correct. Affirmative Action was a step to reverse past employment discrimination.** C. Affirmative Action was not designed to reduce the wage gap between men and women. D. Affirmative Action did not concern labor negotiations.
18	U.S. History	F. The fall of communism in East Germany and Czechoslovakia was not preceded by emigration, which was not allowed. G. The fall of communism in East Germany and Czechoslovakia was not the result of negotiation with long-term opponents. H. The fall of communism in East Germany and Czechoslovakia was not confusing to people or chaotic. **J. Correct. The fall of communism in East Germany and Czechoslovakia was sudden and accomplished with little violence.**
19	U.S. History	**A. Correct. The items in the list are attempts to promote peaceful ends to conflict or upheaval.** B. These negotiations were about political stability, not trade. C. These meetings were not planned to negotiate sanctions. D. President Clinton's administration was not hesitant to attempt peace negotiations.
20	Civics	F. This statement was not the intent of the Homeland Security Act. G. This statement was not the intent of the Homeland Security Act. **H. Correct. The Homeland Security Act was legislation designed to prevent future attacks.** J. This statement was not the intent of the Homeland Security Act.

Blank

ANSWER SHEET

USE NO.2 PENCIL ONLY

SCIENCE

1	Ⓐ	Ⓑ	Ⓒ	Ⓓ
2	TEI			
3	TEI			
4	Ⓕ	Ⓖ	Ⓗ	Ⓙ
5	TEI			
6	TEI			
7	Ⓐ	Ⓑ	Ⓒ	Ⓓ
8	TEI			
9	TEI			
10	Ⓕ	Ⓖ	Ⓗ	Ⓙ
11	Ⓐ	Ⓑ	Ⓒ	Ⓓ
12	Ⓕ	Ⓖ	Ⓗ	Ⓙ

STOP

USE NO.2 PENCIL ONLY

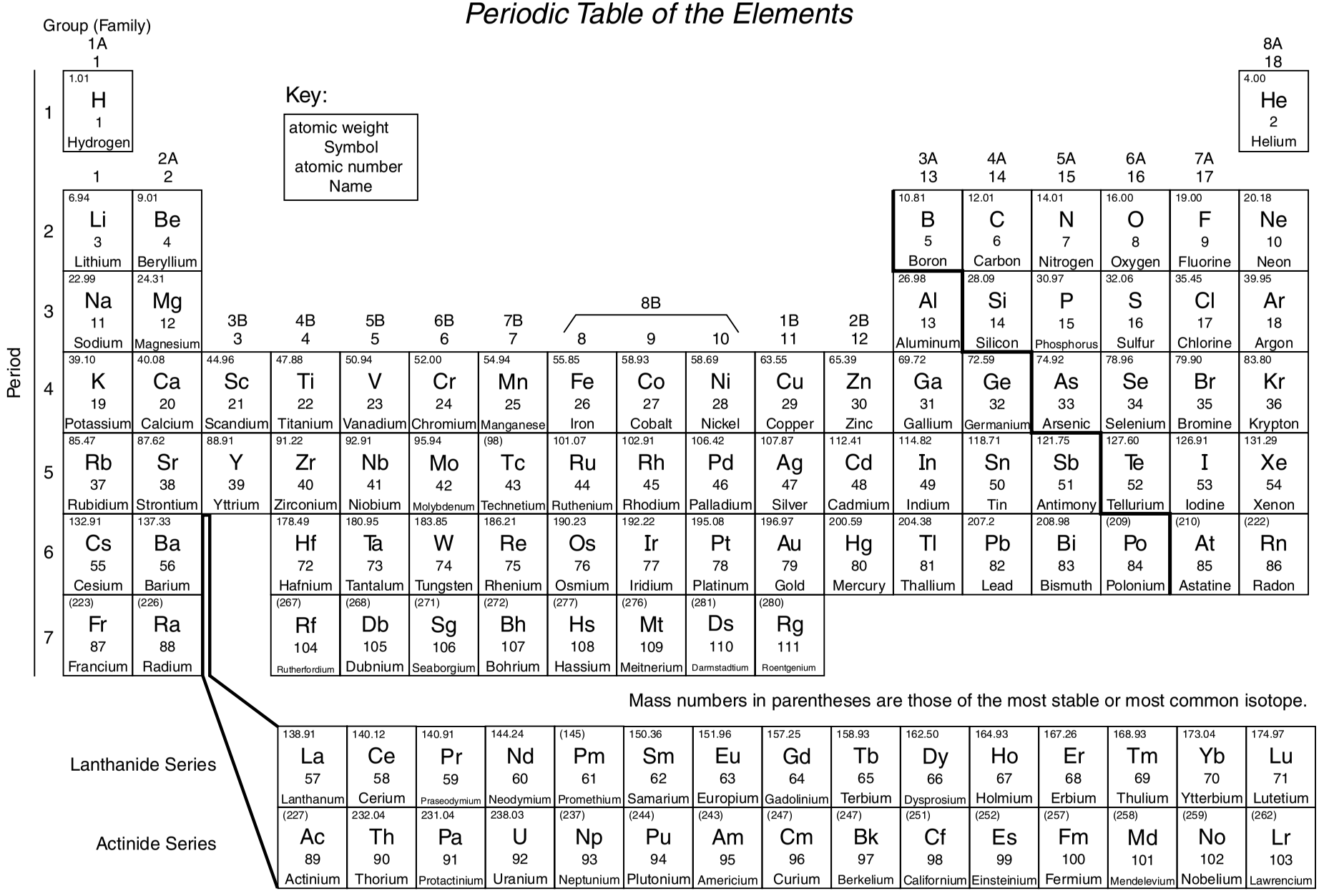
U.S. HISTORY

1	Ⓐ	Ⓑ	Ⓒ	Ⓓ
2	Ⓕ	Ⓖ	Ⓗ	Ⓙ
3	Ⓐ	Ⓑ	Ⓒ	Ⓓ
4	Ⓕ	Ⓖ	Ⓗ	Ⓙ
5	Ⓐ	Ⓑ	Ⓒ	Ⓓ
6	Ⓕ	Ⓖ	Ⓗ	Ⓙ
7	Ⓐ	Ⓑ	Ⓒ	Ⓓ
8	Ⓕ	Ⓖ	Ⓗ	Ⓙ
9	Ⓐ	Ⓑ	Ⓒ	Ⓓ
10	Ⓕ	Ⓖ	Ⓗ	Ⓙ
11	Ⓐ	Ⓑ	Ⓒ	Ⓓ
12	Ⓕ	Ⓖ	Ⓗ	Ⓙ
13	Ⓐ	Ⓑ	Ⓒ	Ⓓ
14	Ⓕ	Ⓖ	Ⓗ	Ⓙ
15	Ⓐ	Ⓑ	Ⓒ	Ⓓ
16	Ⓕ	Ⓖ	Ⓗ	Ⓙ
17	Ⓐ	Ⓑ	Ⓒ	Ⓓ
18	Ⓕ	Ⓖ	Ⓗ	Ⓙ
19	Ⓐ	Ⓑ	Ⓒ	Ⓓ
20	Ⓕ	Ⓖ	Ⓗ	Ⓙ

STOP

Blank

Periodic Table of the Elements



Mass numbers in parentheses are those of the most stable or most common isotope.

*Revised based on IUPAC Commission on Atomic Weights and Isotopic Abundances, "Atomic Weights of the Elements 2007."

OKLAHOMA
Education