

## History/Social Studies Blueprint Drafts

### History 6 Interim Assessment Blueprint 2014 - 2015

Assessment	IA 1 - Fall		IA 2 – Spring	
Assessment Completion Date	December 12, 2014		May 15, 2015	
Response Type(s)	Constructed Response: Expository		Constructed Response: Argument	
Instructional Time	2-3 Instructional Periods		2-3 Instructional Periods	
Essential Question(s)	<b>How do religious beliefs affect structures? How do we determine what is right and wrong?</b>		<b>How do belief systems change over time? What do fables reveal about society?</b>	
Prompt	Explain the significance of the Code of Hammurabi.		Who presented a more convincing argument on the nature of democracy, Pericles or Plato?	
LEXILE® Level	910L – 920L		1010L – 1160L	
<b>Grade/Course</b>	CA H/SS Content Standards	CCSS Literacy Standards	CA H/SS Content Standards	CCSS Literacy Standards
<b>History 6</b>	6.2.4	R2, W2	6.4.2	R1, R2, W1

## History 7 Interim Assessment Blueprint 2014 - 2015

<b>Assessment</b>	<b>IA 1 - Fall</b>		<b>IA 2 – Spring</b>	
<b>Assessment Completion Date</b>	<b>December 12, 2014</b>		<b>May 15, 2015</b>	
<b>Response Type(s)</b>	<b>Constructed Response: Expository</b>		<b>Constructed Response: Argument</b>	
<b>Instructional Time</b>	<b>2-3 Instructional Periods</b>		<b>2-3 Instructional Periods</b>	
<b>Essential Question(s)</b>	<p><b>What happens when cultures collide?</b>  <b>How are the roles people play in society reflective of their values?</b></p>		<p><b>How can point of view create conflict and change?</b>  <b>How can philosophy progress?</b>  <b>How does philosophy challenge the status quo?</b></p>	
<b>Prompt</b>	Based on the documents, explain what is known about Tenochtitlan.		Which of Martin Luther’s arguments against the Catholic Church was strongest? Why?	
<b>LEXILE® Level</b>	1000L – 1240L		1120L – 1480L	
<b>Grade/Course</b>	<b>CA H/SS Content Standards</b>	<b>CCSS Literacy Standards</b>	<b>CA H/SS Content Standards</b>	<b>CCSS Literacy Standards</b>
<b>History 7</b>	7.7	R9, W2	7.9	R1, R2, W1

## History 8 Interim Assessment Blueprint 2014 - 2015

Assessment	<b>IA 1 - Fall</b>		<b>IA 2 – Spring</b>	
Assessment Completion Date	<b>December 12, 2014</b>		<b>May 15, 2015</b>	
Response Type(s)	<b>Constructed Response: Expository</b>		<b>Constructed Response: Argument</b>	
Instructional Time	<b>2-3 Instructional Periods</b>		<b>2-3 Instructional Periods</b>	
Essential Question(s)	<p><b>Should the powers of government be limited?</b>  <b>What is a government’s responsibility to its people?</b>  <b>How can you make the distribution of power fair?</b>  <b>How do the powers of government reflect the meanings of freedom and equality?</b></p>		<p><b>Does freedom belong to everyone?</b>  <b>Is change more effectively accomplished with peace or violence?</b>  <b>How do beliefs influence action?</b>  <b>What is the relationship between violence and freedom?</b>  <b>How is change made?</b>  <b>What makes change happen?</b>  <b>When does challenging beliefs lead to growth?</b>  <b>Does the end justify the means?</b></p>	
Prompt	Using evidence from the documents, explain the differences between Federalists and Anti-Federalists.		Who more effectively argued against slavery, Brown or Douglass?	
LEXILE® Level	1180L – 1320L		940L – 1120L	
<b>Grade/Course</b>	<b>CA H/SS Content Standards</b>	<b>CCSS Literacy Standards</b>	<b>CA H/SS Content Standards</b>	<b>CCSS Literacy Standards</b>
<b>History 8</b>	8.2.4	R6, W2	8.9.1	R1, R2, W1