

# CHANGES IN ASSESSMENT LIMITS

The following list shows the items that have been added, removed, and updated within the assessment limits of the High School Assessment. The assessment limits are the topics that can have questions written to measure student understanding. If topics do not appear in the assessment limits, then students cannot be held accountable for knowing this information.

Standard 1.0: Civics	Standard 1.0: Civics
<b>Removed:</b>	<b>Updated:</b>
	<ul style="list-style-type: none"> <li>• Impact of the federal policies on federalism, limited government and/or rights and responsibilities.</li> <li>• Eminent domain (from value and principle concept BUT still in BILL OF RIGHTS)</li> </ul>
	<ul style="list-style-type: none"> <li>• Contemporary sources may be assessed but excerpts will be provided.</li> </ul>
<ul style="list-style-type: none"> <li>• Public Policy Issues: Health care (costs, substance abuse, diseases), Censorship (media), Equity (race, ethnicity, region, religion, gender, language, socioeconomic status, age, and individuals with disabilities.)</li> </ul>	<ul style="list-style-type: none"> <li>• Public Policy Issues: Entitlements (Social Security, housing and nutritional assistance); Public health (Immunization, Medicare and Medicaid, food safety); Education (Elementary and Secondary Education Act, school choice); Crime and Punishment (law enforcement and incarceration) and Technology (Cybersecurity, censorship, energy).</li> </ul>
<ul style="list-style-type: none"> <li>• Initiative process</li> </ul>	<ul style="list-style-type: none"> <li>• Tools utilized to impact elections, public policy, and opinion: voter registration drives, Open and Closed Primaries, lobbying, Political action committees, financial contributions, referendums, civil disobedience, voting, boycotts, digital communication.</li> <li>• Impact of political parties, interest groups, lobbyists, candidates, the media, and citizens on elections, public policy, and public opinion.</li> </ul>
<ul style="list-style-type: none"> <li>• <i>McCulloch v. Maryland, Plessy v. Ferguson, Gideon v. Wainwright</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Baker v. Carr, U.S. v. Nixon, and McDonald v. Chicago</i></li> <li>• Cases impact on individual liberty (<i>T.L.O.</i> and <i>Tinker</i>), federalism (<i>McDonald</i>), separation of power (<i>Nixon</i>), limited government, checks and balances (<i>Marbury</i>) and/or equal protection (<i>Brown</i> and <i>Baker</i>).</li> </ul>
	<ul style="list-style-type: none"> <li>• Impact of Judicial Incorporation on federal power and individual rights</li> </ul>
	<ul style="list-style-type: none"> <li>• Policies that address affirmative action.</li> </ul>

<b>Standard 2.0: Peoples of the Nation and World</b>	<b>Standard 2.0: Peoples of the Nation and World</b>
<b>Removed:</b>	<b>Updated:</b>
<ul style="list-style-type: none"> <li>• Forms of government: unitary, confederation, federal</li> </ul>	<ul style="list-style-type: none"> <li>• Federalism is still tested.</li> </ul>
	<ul style="list-style-type: none"> <li>• Compare types of political systems on: Distribution of power, efficiency of decision making, maintaining public order, protecting individual rights, and ability to address a crisis.</li> </ul>
<ul style="list-style-type: none"> <li>• Policies of United States government that promote or fail to promote relationships with other countries include: national defense (military), arms control, and security of other nations, economic sanctions, and foreign aid.</li> </ul>	<ul style="list-style-type: none"> <li>• Policies of United States government that establish or hinder relationships with other countries include: trade, self-defense, human rights.</li> <li>• Tools used by the United States to affect international relationships: Military intervention, economic sanctions and foreign aid, diplomacy.</li> </ul>
<ul style="list-style-type: none"> <li>• International alliances and organizations: World Bank &amp; International Monetary Fund (IMF).</li> </ul>	<ul style="list-style-type: none"> <li>• International alliances and organizations: World Trade Organization (WTO).</li> <li>• International alliances and organizations: International Red Cross/Red Crescent.</li> <li>• Impact of international alliances and organizations on trade, self-defense, and/or human rights.</li> </ul>
Contemporary concerns which affect international relationships including: national security, economic well-being, the spread of democracy, developing nations, weapons of mass destruction, terrorism, and global economic conditions.	

<b>Standard 3.0: Geography</b>	<b>Standard 3.0: Geography</b>
<b>Removed:</b>	<b>Updated:</b>
	<ul style="list-style-type: none"> <li>• Political causes and effects of reapportionment, redistricting, gerrymandering, and voting patterns.</li> </ul>
	<ul style="list-style-type: none"> <li>• Issues will include government policies related to pollution, urban sprawl, property rights, and land use/zoning.</li> </ul>

<b>Standard 4.0: Economics</b>	<b>Standard 4.0: Economics</b>
<b>Removed:</b>	<b>Updated:</b>
<ul style="list-style-type: none"> <li>• Two competing socio-economic goals security, and productivity.</li> </ul>	<ul style="list-style-type: none"> <li>• Competing socio-economic goals of freedom, growth, stability, equity, national defense, environmental protection, and educational quality in response to changing economic, social and political conditions.</li> </ul>
	<ul style="list-style-type: none"> <li>• Term change: Interest rate to discount rate</li> </ul>

Standard 6.0: Skills and Processes	Standard 6.0: Skills and Processes
<b>Removed:</b>	<b>Updated:</b>
	<ul style="list-style-type: none"> <li>• The student will evaluate the credibility of the sources by considering the authority, the origin, type, context, and corroborative value of each source.</li> <li>• The student will identify credible, relevant information contained in sources.</li> </ul>
	<ul style="list-style-type: none"> <li>• The student will construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</li> </ul>