

Social Studies Content Standards OPT Diagnostic

Content Area: History

| Standard Statement | Test PA | Test PB | Test PC | Test PD | Test PE | Test PF | Test PG |
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| 1. The learner will use a variety of methods and sources to understand history: a) Interpreting speeches, letters, and newspapers b) Reading maps, graphs, and timelines | <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 15 <input type="checkbox"/> 16 <input type="checkbox"/> 20 <input type="checkbox"/> 22 | <input type="checkbox"/> 20 <input type="checkbox"/> 21 <input type="checkbox"/> 22 <input type="checkbox"/> 23 <input type="checkbox"/> 24 | <input type="checkbox"/> 4 <input type="checkbox"/> 15 <input type="checkbox"/> 16 <input type="checkbox"/> 20 <input type="checkbox"/> 21 | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 6 <input type="checkbox"/> 21 | <input type="checkbox"/> 1 <input type="checkbox"/> 9 <input type="checkbox"/> 13 <input type="checkbox"/> 14 <input type="checkbox"/> 15 <input type="checkbox"/> 16 | <input type="checkbox"/> 16 <input type="checkbox"/> 17 <input type="checkbox"/> 18 <input type="checkbox"/> 19 <input type="checkbox"/> 20 | <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 12 <input type="checkbox"/> 15 <input type="checkbox"/> 18 |
| 2. The learner will evaluate sources of opposing viewpoints to analyze information about historical events, such as: a) Positions on Vietnam War b) Women's Right to Vote | <input type="checkbox"/> 21 | <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 | <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 | | | | <input type="checkbox"/> 19 <input type="checkbox"/> 20 |
| 3. The learner will draw conclusions from supporting details and summarize ideas and events based on world and United States history. | <input type="checkbox"/> 6 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> 13 | <input type="checkbox"/> 20 <input type="checkbox"/> 21 <input type="checkbox"/> 22 <input type="checkbox"/> 23 <input type="checkbox"/> 24 | <input type="checkbox"/> 4 <input type="checkbox"/> 13 <input type="checkbox"/> 15 <input type="checkbox"/> 21 <input type="checkbox"/> 22 <input type="checkbox"/> 23 | <input type="checkbox"/> 13 <input type="checkbox"/> 16 <input type="checkbox"/> 17 <input type="checkbox"/> 19 | <input type="checkbox"/> 3 <input type="checkbox"/> 9 <input type="checkbox"/> 11 <input type="checkbox"/> 16 <input type="checkbox"/> 18 | <input type="checkbox"/> 5 <input type="checkbox"/> 13 <input type="checkbox"/> 16 | <input type="checkbox"/> 3 <input type="checkbox"/> 12 <input type="checkbox"/> 18 <input type="checkbox"/> 21 <input type="checkbox"/> 22 |
| 4. The learner will identify and describe cause and effect relationships from significant historical periods, such as: a) Colonial Era b) Civil War c) Great Depression d) WWI & WWII | | | <input type="checkbox"/> 4 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> 13 <input type="checkbox"/> 15 | <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 15 | <input type="checkbox"/> 14 <input type="checkbox"/> 15 <input type="checkbox"/> 17 | <input type="checkbox"/> 5 | <input type="checkbox"/> 21 <input type="checkbox"/> 22 |
| 5. The learner will analyze patterns of continuity and change of cultures over time. Some examples are: a) Evolution of transportation b) Infusion of technology c) Migration/ Isolation d) War and disease | <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 10 <input type="checkbox"/> 16 <input type="checkbox"/> 20 <input type="checkbox"/> 22 <input type="checkbox"/> 23 | | <input type="checkbox"/> 16 | <input type="checkbox"/> 7 <input type="checkbox"/> 13 <input type="checkbox"/> 17 <input type="checkbox"/> 24 | <input type="checkbox"/> 1 | <input type="checkbox"/> 12 | <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 |

Social Studies Content Standards OPT Diagnostic

Content Area: Geography

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| 1. The learner will interpret maps (keys and symbols), charts, and graphs to analyze data and to draw conclusions about physical patterns (e.g. migration). | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 16 | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 25 | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 16 <input type="checkbox"/> 24 <input type="checkbox"/> 25 | <input type="checkbox"/> 4 | <input type="checkbox"/> 12 <input type="checkbox"/> 24 <input type="checkbox"/> 25 | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 21 | <input type="checkbox"/> 1 <input type="checkbox"/> 10 |
| 2. The learner will describe how regions reflect different cultural, political, economic, and physical characteristics (e.g. post-Civil War sharecropping in the South). | <input type="checkbox"/> 2 <input type="checkbox"/> 14 | <input type="checkbox"/> 1 <input type="checkbox"/> 2 | <input type="checkbox"/> 24 <input type="checkbox"/> 25 | <input type="checkbox"/> 4 <input type="checkbox"/> 15 <input type="checkbox"/> 16 <input type="checkbox"/> 17 <input type="checkbox"/> 18 | | <input type="checkbox"/> 2 | |
| 3. The learner will identify the cause-and-effect relationships of the physical and cultural influence humans have on the environment. Examples may include: a) Transcontinental railroad b) Nuclear power plants (Three-Mile Island) c) Alaskan pipeline | <input type="checkbox"/> 1 <input type="checkbox"/> 3 <input type="checkbox"/> 25 | | <input type="checkbox"/> 17 <input type="checkbox"/> 18 <input type="checkbox"/> 19 | <input type="checkbox"/> 5 <input type="checkbox"/> 8 | <input type="checkbox"/> 8 <input type="checkbox"/> 21 <input type="checkbox"/> 22 | <input type="checkbox"/> 16 | <input type="checkbox"/> 3 <input type="checkbox"/> 16 |
| 4. The learner will compare and contrast the distribution, growth rates, and characteristics of human populations in terms of settlement patterns, transportation, and the location of natural and capital resources . For example: a) Westward Expansion b) Population clusters near ports c) California Gold Rush | <input type="checkbox"/> 16 | | <input type="checkbox"/> 4 <input type="checkbox"/> 24 <input type="checkbox"/> 25 | | <input type="checkbox"/> 20 <input type="checkbox"/> 25 | | <input type="checkbox"/> 16 |
| 5. The learner will analyze past and present trends in human migration and cultural interaction, as they are influenced by social, economic, political, and environmental factors (e.g. controlled development in rainforests). | <input type="checkbox"/> 1 <input type="checkbox"/> 16 | <input type="checkbox"/> 4 <input type="checkbox"/> 25 | <input type="checkbox"/> 4 <input type="checkbox"/> 16 <input type="checkbox"/> 24 <input type="checkbox"/> 25 | <input type="checkbox"/> 8 <input type="checkbox"/> 9 | <input type="checkbox"/> 8 <input type="checkbox"/> 12 <input type="checkbox"/> 21 <input type="checkbox"/> 22 | <input type="checkbox"/> 21 | <input type="checkbox"/> 22 |

Social Studies Content Standards OPT Diagnostic

Content Area: Civics and Government

| Standard Statement | Test PA | Test PB | Test PC | Test PD | Test PE | Test PF | Test PG |
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| 1. The learner will describe the structure, functions, and primary responsibilities of executive, legislative, and judicial branches of governments. | | | <input type="checkbox"/> 3 | | | <input type="checkbox"/> 17 <input type="checkbox"/> 18 <input type="checkbox"/> 19 <input type="checkbox"/> 20 | <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 11 <input type="checkbox"/> 15 <input type="checkbox"/> 25 |
| 2. The learner will understand the foundations of primary documents and interpret concepts from sources, such as: a) Declaration of Independence b) Federalist Papers c) U.S. Constitution d) Landmark Supreme Court cases | | <input type="checkbox"/> 5 <input type="checkbox"/> 13 <input type="checkbox"/> 19 | <input type="checkbox"/> 9 | <input type="checkbox"/> 2 <input type="checkbox"/> 12 | | <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 15 | <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 17 |
| 3. The learner will compare and contrast the concepts of limited government and rule of law among systems of government. | <input type="checkbox"/> 17 <input type="checkbox"/> 18 <input type="checkbox"/> 19 | | | <input type="checkbox"/> 13 <input type="checkbox"/> 14 <input type="checkbox"/> 25 | | <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 | <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 11 <input type="checkbox"/> 17 <input type="checkbox"/> 24 |
| 4. The learner will identify the rights, liberties, and obligations of citizenship in the United States. | | <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 | <input type="checkbox"/> 3 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 10 <input type="checkbox"/> 14 | <input type="checkbox"/> 12 | <input type="checkbox"/> 10 <input type="checkbox"/> 23 | <input type="checkbox"/> 6 <input type="checkbox"/> 17 <input type="checkbox"/> 18 <input type="checkbox"/> 19 | <input type="checkbox"/> 4 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 12 |
| 5. The learner will analyze and understand: a) Political cartoons b) Political advertisements c) Pictures d) Other graphic media (graphs, charts, tables) | <input type="checkbox"/> 6 <input type="checkbox"/> 7 | <input type="checkbox"/> 8 <input type="checkbox"/> 16 <input type="checkbox"/> 17 <input type="checkbox"/> 18 | <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 | <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 13 <input type="checkbox"/> 21 <input type="checkbox"/> 25 | <input type="checkbox"/> 12 <input type="checkbox"/> 19 | <input type="checkbox"/> 6 <input type="checkbox"/> 14 <input type="checkbox"/> 15 | <input type="checkbox"/> 19 <input type="checkbox"/> 20 <input type="checkbox"/> 23 <input type="checkbox"/> 24 |

Social Studies Content Standards OPT Diagnostic

Content Area: Economics

| Standard Statement | Test PA | Test PB | Test PC | Test PD | Test PE | Test PF | Test PG |
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| 1. The learner will recognize that scarcity of resources requires choices on many levels- from the individual to societal. | <input type="checkbox"/> 1 <input type="checkbox"/> 8 <input type="checkbox"/> 9 | | <input type="checkbox"/> 12 <input type="checkbox"/> 13 <input type="checkbox"/> 14 | <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 15 <input type="checkbox"/> 16 <input type="checkbox"/> 20 | | <input type="checkbox"/> 23 | |
| 2. The learner will understand: a) Goods and services b) Productivity c) Supply and demand d) Competition e) Opportunity cost f) Balance of trade g) Global economic trends | <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 24 | <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 14 <input type="checkbox"/> 15 | <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 12 | <input type="checkbox"/> 6 <input type="checkbox"/> 10 <input type="checkbox"/> 22 | <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 | <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> 22 <input type="checkbox"/> 23 <input type="checkbox"/> 24 | <input type="checkbox"/> 5 <input type="checkbox"/> 13 <input type="checkbox"/> 14 |
| 3. The learner will identify the elements of economic reasoning and apply those concepts to real life problem solving. For example: a) Government's role in economy (North American Free Trade Act) b) Alaskan pipeline | <input type="checkbox"/> 4 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 25 | | <input type="checkbox"/> 5 <input type="checkbox"/> 13 <input type="checkbox"/> 18 <input type="checkbox"/> 19 | <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 11 <input type="checkbox"/> 15 <input type="checkbox"/> 20 <input type="checkbox"/> 23 | <input type="checkbox"/> 2 <input type="checkbox"/> 7 | <input type="checkbox"/> 11 <input type="checkbox"/> 16 <input type="checkbox"/> 22 <input type="checkbox"/> 23 <input type="checkbox"/> 25 | <input type="checkbox"/> 5 <input type="checkbox"/> 9 |
| 4. The learner will compare and contrast: a) Capitalism b) Socialism c) Communism | <input type="checkbox"/> 19 | | <input type="checkbox"/> 13 | <input type="checkbox"/> 14 | | <input type="checkbox"/> 4 | |