



Practice Test Answer and Alignment Document  
**Social Studies– Grade 11**

Item Number	Answer Key	Kentucky Academic Standard												
1.	D	HS.WH.CO.6												
2.	<table border="1"> <thead> <tr> <th data-bbox="305 785 906 909">Case</th> <th data-bbox="906 785 1118 909">Freedom of Speech</th> <th data-bbox="1118 785 1268 909">Due Process</th> </tr> </thead> <tbody> <tr> <td data-bbox="305 909 906 1024"><i>Tinker v. Des Moines Independent Community School District</i></td> <td data-bbox="906 909 1118 1024" style="text-align: center;"><input checked="" type="radio"/></td> <td data-bbox="1118 909 1268 1024" style="text-align: center;"><input type="radio"/></td> </tr> <tr> <td data-bbox="305 1024 906 1108" style="text-align: center;"><i>Goss v. Lopez</i></td> <td data-bbox="906 1024 1118 1108" style="text-align: center;"><input type="radio"/></td> <td data-bbox="1118 1024 1268 1108" style="text-align: center;"><input checked="" type="radio"/></td> </tr> <tr> <td data-bbox="305 1108 906 1192" style="text-align: center;"><i>Hazelwood School District v. Kuhlmeier</i></td> <td data-bbox="906 1108 1118 1192" style="text-align: center;"><input checked="" type="radio"/></td> <td data-bbox="1118 1108 1268 1192" style="text-align: center;"><input type="radio"/></td> </tr> </tbody> </table>	Case	Freedom of Speech	Due Process	<i>Tinker v. Des Moines Independent Community School District</i>	<input checked="" type="radio"/>	<input type="radio"/>	<i>Goss v. Lopez</i>	<input type="radio"/>	<input checked="" type="radio"/>	<i>Hazelwood School District v. Kuhlmeier</i>	<input checked="" type="radio"/>	<input type="radio"/>	HS.C.CP.4
Case	Freedom of Speech	Due Process												
<i>Tinker v. Des Moines Independent Community School District</i>	<input checked="" type="radio"/>	<input type="radio"/>												
<i>Goss v. Lopez</i>	<input type="radio"/>	<input checked="" type="radio"/>												
<i>Hazelwood School District v. Kuhlmeier</i>	<input checked="" type="radio"/>	<input type="radio"/>												
3.	A	HS.G.GR.1												
4.	C	HS.E.ST.1 HS.E.I.UE.3												
5.	B,E	HS.G.MM.1 HS.G.I.CC.3												
6.	B	HS.G.HE.2 HS.G.I.Q.2												
7.	A	HS.E.MA.2 HS.E.I.UE.3												
8.	"New residential construction and redevelopment have helped drive housing prices up to a level that threatens the displacement of longtime residents."	HS.G.HI.2												

9.	See Rubric	HS.G.HI.2 HS.G.I.UE.2				
10.	See Rubric	HS.G.HE.1 HS.G.I.CC.2				
11.	“. . . In this system five per cent of our people own and control two-thirds of our wealth; sixty-five per cent of the people, embracing the working class who produce all wealth, have but five per cent to show for it. . . .”	HS.UH.CE.1 HS.UH.I.UE.3				
12.	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; padding: 5px;">Perfect Competition</td> <td style="text-align: center; padding: 5px;">Monopoly</td> </tr> <tr> <td style="padding: 5px;"> <div style="border: 1px solid blue; padding: 5px; margin-bottom: 5px;">“I like to have many options to choose from when I want a service.”</div> <div style="border: 1px solid blue; padding: 5px;">“It makes me angry when I want a good and there is a shortage of the good.”</div> </td> <td style="padding: 5px;"> <div style="border: 1px solid blue; padding: 5px;">“I want the price for a good to be stable instead of having to compare prices.”</div> </td> </tr> </table>	Perfect Competition	Monopoly	<div style="border: 1px solid blue; padding: 5px; margin-bottom: 5px;">“I like to have many options to choose from when I want a service.”</div> <div style="border: 1px solid blue; padding: 5px;">“It makes me angry when I want a good and there is a shortage of the good.”</div>	<div style="border: 1px solid blue; padding: 5px;">“I want the price for a good to be stable instead of having to compare prices.”</div>	HS.E.MI.1 HS.E.I.UE.2
Perfect Competition	Monopoly					
<div style="border: 1px solid blue; padding: 5px; margin-bottom: 5px;">“I like to have many options to choose from when I want a service.”</div> <div style="border: 1px solid blue; padding: 5px;">“It makes me angry when I want a good and there is a shortage of the good.”</div>	<div style="border: 1px solid blue; padding: 5px;">“I want the price for a good to be stable instead of having to compare prices.”</div>					

### Number 9

Rubric	
2	The student response provides a valid answer supported by relevant examples and details from the sources.
1	The student response provides a valid answer but has inaccurate or missing examples and details.
0	The student response is incorrect, irrelevant, or missing.
Exemplar	
Economic growth has had both positive and negative effects on Texas culture. The cultural diversity from having almost 20% of new residents be immigrants is good. However, having a lot of immigrants also leads to cultural tensions because some people in Texas resent the strain on resources because over 40% of immigrants do not have a high school diploma, which means that they may need help from social welfare programs.	
Answer Cues	
Valid answers may include but are not limited to:	
<ul style="list-style-type: none"> <li>• Good <ul style="list-style-type: none"> <li>○ Attracts immigrants, which leads to cultural diversity <ul style="list-style-type: none"> <li>▪ Immigrants were almost 20% of new residents moving to Texas between 2010 and 2016 (Introduction)</li> <li>▪ Immigrants make up almost 20% of Texas population (Source 1)</li> <li>▪ Immigrants from different places in Latin America and Asia (Source 1)</li> </ul> </li> <li>○ Revitalization of downtown spaces (Source 3)</li> </ul> </li> </ul>	

- Provides funds needed for beautifying areas affected by urban sprawl (Source 5)
- Bad
  - Attracts immigrants, which leads to cultural conflict
    - Resentment associated with strain on resources: Over 40% of immigrants lack a high school diploma (Source 1)
  - Displaces residents, which reduces diversity in neighborhoods (Source 3)
  - Contributes to homelessness (living in RVs and hotels) due to increased housing costs (Source 4)
  - Leads to urban sprawl, which keeps people from interacting (Source 5)

Number 10

Rubric	
4	<p>The student response demonstrates</p> <ul style="list-style-type: none"> <li>• completion of all important components of the item</li> <li>• clear communication of ideas</li> <li>• in-depth understanding of the relevant concepts and/or practices</li> <li>• appropriate use of more efficient and/or sophisticated processes</li> <li>• appropriate use of insightful interpretations or extensions (generalizations, application, analogies)</li> </ul>
3	<p>The student response demonstrates</p> <ul style="list-style-type: none"> <li>• completion of most of the important components of the item</li> <li>• clear communication of ideas for the completed components</li> <li>• an understanding of major concepts and/or practices, although the response may overlook or show misunderstanding of some less-important ideas or details</li> </ul>
2	<p>The student response demonstrates</p> <ul style="list-style-type: none"> <li>• completion of some of the important components of the item</li> <li>• clear communication of ideas for the completed components</li> <li>• gaps in conceptual understanding</li> </ul>
1	<p>The student response demonstrates</p> <ul style="list-style-type: none"> <li>• completion of only a limited portion of the important components of the item</li> <li>• minimal understanding of the item</li> </ul>

0	The student response is incorrect, irrelevant, or missing.
<b>Exemplar</b>	
<p>The rapid migration in Texas has been fueled by the reciprocal relationship between the physical environment and culture. The physical proximity of Texas to Mexico explains why, according to Source 1, Mexicans are the largest immigrant group in the state. Their presence has influenced the culture of Texas as they have introduced language, food, and traditions that are common across the state. The presence of Mexicans, among other immigrant groups, has also changed the physical landscape as businesses that cater to immigrants have been opened in Texas.</p>	
<p>In Austin, the appeal of living near downtown, which is exploding with development, has caused professionals to seek homes in established neighborhoods near the area. As a result, the culture of these neighborhoods is changing. Source 3 states that long-time residents are being pushed out because they can no longer afford to live in their homes. Because the price of homes in this region is increasing, the culture is shifting to one dominated by well-paid professionals.</p>	
<b>Answer Cues</b>	
<p>Valid answers may include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Proximity to Mexico <ul style="list-style-type: none"> <li>◦ Cultural diversity (Source 1)</li> <li>◦ New businesses seen within the physical landscape (Source 1)</li> </ul> </li> <li>• Proximity to downtown Austin and changing demographics of neighborhoods (Source 3)</li> <li>• Movement to Midland-Odessa for oil jobs and transient nature of the culture (Source 4) <ul style="list-style-type: none"> <li>◦ Insufficient housing to support establishment of roots in the area</li> <li>◦ Fluctuating oil prices affecting job opportunities in the area</li> </ul> </li> <li>• Urban sprawl and commuting culture (Source 5)</li> <li>• Lack of appeal in physical environment in Park 10 area of Houston connected to lack of shared community (Source 5)</li> </ul>	