

TASC Social Studies Blueprint Overview

| Domain/ Reporting Category | Subdomain/Core Idea | Subdomain % | Domain % |
|----------------------------------|---|----------------|-------------|
| 01_U.S. History | HS-US01 Revolution and the New Nation (1754–1820s) | 2% | 25% |
| | HS-US02 Expansion and Reform (1801–1861) | 2% | |
| | HS-US03 Civil War and Reconstruction (1850–1877) | 5% | |
| | HS-US04 The Development of the Industrial United States (1870–1900) | 2% | |
| | HS-US05 The Emergence of Modern America (1890–1930) | 2% | |
| | HS-US06 The Great Depression and World War II (1929–1945) | 5% | |
| | HS-US07 Postwar United States (1945–1970s) | 2% | |
| | HS-US08 Contemporary United States (1968 to the present) | 5% | |
| 02_World History | HS-WH01 The Beginnings of Human Society | 1% | 25% |
| | HS-WH02 Early Civilizations and the Emergence of Pastoral People, 4000–1000 BCE | 1% | |
| | HS-WH03 Classical Traditions, Major Religions, and Giant Empires, 1000 BCE–300 CE | 1% | |
| | HS-WH04 Expanding Zones of Exchange and Encounter, 300–1000 CE | 1% | |
| | HS-WH05 Intensified Hemispheric Interactions, 1000–1500 CE | 1% | |
| | HS-WH06 The Emergence of the First Global Age, 1450–1770 | 2.5% | |
| | HS-WH07 An Age of Revolutions, 1750–1914 | 2.5% | |
| | HS-WH08 A Half-Century of Crisis and Achievement, 1900–1945 | 5% | |
| | HS-WH09 The 20th Century Since 1945: Promises and Paradoxes | 5% | |
| | HS-WH10 World History Across the Eras | 5% | |
| 03_Civics and Government | HS-CG01 Civic Life, Politics, and Government | 4.5% | 20% |
| | HS-CG02 Foundations of the American Political System | 4.5% | |
| | HS-CG03 U.S. Constitution: Embodies Purpose, Values, and Principles of American Democracy | 4.5% | |
| | HS-CG04 Relationship of the United States to Other Nations and to World Affairs | 2% | |
| | HS-CG05 Role of the Citizen in American Democracy | 4.5% | |

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| Domain/ Reporting Category | Subdomain/Core Idea | Subdomain % | Domain % |
|----------------------------------|--|----------------|-------------|
| 04_Geography | HS-GE01 World in Spatial Terms | 1.5% | 10% |
| | HS-GE02 Places and Regions | 3% | |
| | HS-GE03 Physical Systems | 1% | |
| | HS-GE04 Human Systems | 1.5% | |
| | HS-GE05 Environment and Society | 3% | |
| 05_Economics | HS-EC01 Basic Economics | 6% | 20% |
| | HS-EC02 Trade and International Politics | 2% | |
| | HS-EC03 Microeconomics | 6% | |
| | HS-EC04 Macroeconomics | 3% | |
| | HS-EC05 Government and Economics | 3% | |

| Domain/ Reporting Category | Subdomain/ Core Idea | Standard/ Performance Expectation | Standard Description | TASC Emphasis for Forms |
|----------------------------------|---|---|---|----------------------------|
| 01_U.S. History | HS-US01 Revolution and the New Nation (1754–1820s) | HS-US01.A | The examinee should be able to evaluate the causes of the American Revolution, the ideas and interests involved in forging the revolutionary movement, and the reasons for the American victory. | Medium |
| | | HS-US01.B | The examinee should be able to evaluate the institutions and practices of government created during the Revolution and how they were revised between 1787 and 1815 to create the foundation of the American political system based on the U.S. Constitution and the Bill of Rights. | Medium |
| | HS-US02 Expansion and Reform (1801– 1861) | HS-US02.A | The examinee should be able to evaluate United States territorial expansion between 1801 and 1861 and how it affected relations with external powers and Native Americans. | Low |
| | | HS-US02.B | The examinee should be able to evaluate how the industrial revolution, increasing immigration, the rapid expansion of slavery, and the westward movement changed the lives of Americans and led toward regional tensions. | Low |
| | | HS-US02.C | The examinee should be able to evaluate the extension, restriction, and reorganization of political democracy after 1800. | Low |
| | | HS-US02.D | The examinee should be able to evaluate the sources and character of cultural, religious, and social reform movements in the antebellum period. | Low |

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| 01_U.S. History <i>continued</i> | HS-US03 Civil War and Reconstruction (1850–1877) | HS-US03.A | The examinee should be able to evaluate the causes of the Civil War. | High |
| | | HS-US03.B | The examinee should be able to evaluate the course and character of the Civil War and its effects on the American people. | High |
| | | HS-US03.C | The examinee should be able to evaluate why various Reconstruction plans succeeded or failed. | High |
| | HS-US04 The Development of the Industrial United States (1870–1900) | HS-US04.A | The examinee should be able to evaluate how the rise of corporations, heavy industry, and mechanized farming transformed the American people. | Medium |
| | | HS-US04.B | The examinee should be able to evaluate massive immigration after 1870 and how new social patterns, conflicts, and ideas of national unity developed amid growing cultural diversity. | Medium |
| | | HS-US04.C | The examinee should be able to evaluate the rise of the American labor movement and how political issues reflected social and economic changes. | Medium |
| | HS-US05 The Emergence of Modern America (1890–1930) | HS-US05.A | The examinee should be able to evaluate how Progressives and others addressed problems of industrial capitalism, urbanization, and political corruption. | Medium |
| | | HS-US05.B | The examinee should be able to evaluate the changing role of the United States in world affairs through World War I. | Medium |
| | | HS-US05.C | The examinee should be able to evaluate how the United States changed from the end of World War I to the eve of the Great Depression. | Medium |
| | | HS-US05.D | The examinee should be able to evaluate the federal Indian policy and United States foreign policy after the Civil War. | Medium |

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| 01_U.S. History <i>continued</i> | HS-US06 The Great Depression and World War II (1929–1945) | HS-US06.A | The examinee should be able to evaluate the causes of the Great Depression and how it affected American society. | High |
| | | HS-US06.B | The examinee should be able to evaluate how the New Deal addressed the Great Depression, transformed American federalism, and initiated the welfare state. | High |
| | | HS-US06.C | The examinee should be able to evaluate the causes and course of World War II, the character of the war at home and abroad, and its reshaping of the U.S. role in world affairs. | High |
| | HS-US07 Postwar United States (1945–1970s) | HS-US07.A | The examinee should be able to evaluate the economic boom and social transformation of postwar United States. | Medium |
| | | HS-US07.B | The examinee should be able to evaluate how the Cold War and conflicts in Korea and Vietnam influenced domestic and international politics. | Medium |
| | | HS-US07.C | The examinee should be able to evaluate domestic policies after World War II. | Medium |
| | | HS-US07.D | The examinee should be able to evaluate the struggle for racial and gender equality and for the extension of civil liberties. | Medium |
| | HS-US08 Contemporary United States (1968 to the present) | HS-US08.A | The examinee should be able to evaluate recent developments in foreign policy and domestic politics. | High |
| | | HS-US08.B | The examinee should be able to evaluate economic, social, and cultural developments in contemporary United States. | High |

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| 02_World History | HS-WH01 The Beginnings of Human Society | HS-WH01.A | The examinee understands the processes that gave rise to the earliest human communities and the emergence of agricultural societies around the world. | Low |
| | HS-WH02 Early Civilizations and the Emergence of Pastoral People, 4000–1000 BCE | HS-WH02.A | The examinee understands the major trends in Eurasia and Africa from 4000 to 1000 BCE. | Low |
| | HS-WH03 Classical Traditions, Major Religions, and Giant Empires, 1000 BCE–300 CE | HS-WH03.A | The examinee understands the major global trends from 1000 BCE to 300 CE. | Low |
| | HS-WH04 Expanding Zones of Exchange and Encounter, 300–1000 CE | HS-WH04.A | The examinee understands the major global trends from 300 to 1000 CE. | Low |
| | HS-WH05 Intensified Hemispheric Interactions, 1000–1500 CE | HS-WH05.A | The examinee understands the major global trends from 1000 to 1500 CE. | Low |
| | HS-WH06 The Emergence of the First Global Age, 1450–1770 | HS-WH06.A | The examinee understands the major global trends from 1450 to 1770. | Medium |
| | HS-WH07 An Age of Revolutions, 1750–1914 | HS-WH07.A | The examinee understands the major global trends from 1750 to 1914. | Medium |

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| 02_World History <i>continued</i> | HS-WH08 A Half-Century of Crisis and Achievement, 1900–1945 | HS-WH08.A | The examinee understands the major global trends from 1900 to the end of World War II. | High |
| | HS-WH09 The 20th Century Since 1945: Promises and Paradoxes | HS-WH09.A | The examinee understands the major global trends from World War II to 1999. | High |
| | HS-WH10 The 21st Century: Challenges in a Global World | HS-WH10.A | The examinee understands the major global trends since 2000. | High |
| 03_Civics and Government | HS-CG01 Civic Life, Politics, and Government | HS-CG01.A | The examinee should be able to explain the meaning of the terms civic life, politics, and government. | High |
| | | HS-CG01.B | The examinee should be able to explain the major arguments advanced for the necessity of politics and government. | High |
| | | HS-CG01.C | The examinee should be able to explain the essential characteristics of limited and unlimited governments. | High |
| | | HS-CG01.D | The examinee should be able to explain the various purposes served by constitutions. | High |
| | | HS-CG01.E | The examinee should be able to describe the major characteristics of systems of shared powers (presidential) and of parliamentary systems. | High |

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| 03_Civics and Government <i>continued</i> | HS-CG02 Foundations of the American Political System | HS-CG02.A | The examinee should be able to explain the central ideas of American constitutional government and their history. | High |
| | | HS-CG02.B | The examinee should be able to explain how certain characteristics tend to distinguish American society from most other societies. | High |
| | | HS-CG02.C | The examinee should be able to explain the importance of shared political and civic beliefs and values to the maintenance of constitutional democracy in an increasingly diverse American society. | High |
| | | HS-CG02.D | The examinee should be able to explain how and why ideas of classical republicanism are reflected in the values and principles of American constitutional democracy. | High |
| | | HS-CG02.E | The examinee should be able to evaluate, take, and defend positions on what the fundamental values and principles of American political life are, their importance to the maintenance of constitutional democracy, and instances in which fundamental values and principles may be in conflict. | High |
| | HS-CG03 U.S. Constitution: Embodies Purpose, Values, and Principles of American Democracy | HS-CG03.A | The examinee should be able to explain how the United States Constitution grants and distributes power to national and state governments and how it seeks to prevent the abuse of power. | High |
| | | HS-CG03.B | The examinee should be able to evaluate, take, and defend positions on issues regarding the distribution of powers and responsibilities within the federal system. | High |

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| 03_Civics and Government <i>continued</i> | HS-CG03 U.S. Constitution: Embodies Purpose, Values, and Principles of American Democracy <i>continued</i> | HS-CG03.C | The examinee should be able to evaluate, take, and defend positions on issues regarding the purposes, organization, and functions of the institutions of the national government. | High |
| | | HS-CG03.D | The examinee should be able to evaluate, take, and defend positions on issues regarding the relationships between state and local governments and citizen access to those governments. The examinee should also be able to identify the major responsibilities of their state and local governments. | High |
| | | HS-CG03.E | The examinee should be able to evaluate, take, and defend positions on the role and importance of law in the American political system. | High |
| | | HS-CG03.F | The examinee should be able to evaluate, take, and defend positions on current issues regarding the judicial protection of individual rights. | High |
| | | HS-CG03.G | The examinee should be able to evaluate, take, and defend positions about how the public agenda is set. | High |
| | | HS-CG03.H | The examinee should be able to evaluate, take, and defend positions about the role of public opinion in American politics. | High |
| | | HS-CG03.I | The examinee should be able to evaluate, take, and defend positions on the influence of the media on American political life. | High |
| | | HS-CG03.J | The examinee should be able to evaluate, take, and defend positions about the roles of political parties, campaigns, and elections in American politics. | High |
| | | HS-CG03.K | The examinee should be able to evaluate, take, and defend positions about the formation and implementation of public policy. | High |

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| 03_Civics and Government <i>continued</i> | HS-CG04 Relationship of the United States to Other Nations and to World Affairs | HS-CG04.A | The examinee should be able to explain how nation-states interact with each other. | Medium |
| | | HS-CG04.B | The examinee should be able to evaluate, take, and defend positions on the purposes and functions of international organizations in the world today. | Medium |
| | | HS-CG04.C | The examinee should be able to evaluate, take, and defend positions about how United States foreign policy is made and the means by which it is carried out. | Medium |
| | | HS-CG04.D | The examinee should be able to evaluate, take, and defend positions about the effects of significant international political developments on the United States and other nations. | Medium |
| | HS-CG05 Role of the Citizen in American Democracy | HS-CG05.A | The examinee should be able to explain the meaning of citizenship in the United States. | High |
| | | HS-CG05.B | The examinee should be able to evaluate, take, and defend positions on issues regarding the criteria used for naturalization. | High |
| | | HS-CG05.C | The examinee should be able to evaluate, take, and defend positions on issues regarding personal rights. | High |
| | | HS-CG05.D | The examinee should be able to evaluate, take, and defend positions on issues regarding political rights. | High |
| | | HS-CG05.E | The examinee should be able to evaluate, take, and defend positions on issues regarding economic rights. | High |
| | | HS-CG05.F | The examinee should be able to evaluate, take, and defend positions on issues regarding the proper scope and limits of rights. | High |
| | | HS-CG05.G | The examinee should be able to evaluate, take, and defend positions on issues regarding the personal responsibilities of citizens in American constitutional democracy. | High |

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| 03_Civics and Government <i>continued</i> | HS-CG05 Role of the Citizen in American Democracy <i>continued</i> | HS-CG05.H | The examinee should be able to evaluate, take, and defend positions on issues regarding civic responsibilities of citizens in American constitutional democracy. | High |
| | | HS-CG05.I | The examinee should be able to evaluate, take, and defend positions on the importance to American constitutional democracy of dispositions that foster respect for individual worth and human dignity. | High |
| | | HS-CG05.J | The examinee should be able to evaluate, take, and defend positions about the means that citizens should use to monitor and influence the formation and implementation of public policy. | High |
| 04_Geography | HS-GE01 World in Spatial Terms | HS-GE01.A | Students should be able to use maps and other geographic tools to gather information and draw conclusions. | Medium |
| | | HS-GE01.B | The examinee should be able to use mental maps to answer complex geographic problems. | Medium |
| | HS-GE02 Places and Regions | HS-GE02.A | The examinee should be able to explain how places are characterized by both physical and human characteristics. | High |
| | | HS-GE02.B | The examinee should be able to describe how regions are formed and what makes them distinct. | High |
| | | HS-GE02.C | The examinee should be able to describe how physical and human characteristics of places and regions change over time. | High |
| | HS-GE03 Physical Systems | HS-GE03.A | The examinee should be able to describe how physical processes have shaped Earth's surface and human settlement. | Low |
| | | HS-GE03.B | The examinee should be able to describe how environmental changes can affect ecosystems. | Low |

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| 04_Geography <i>continued</i> | HS-GE04 Human Systems | HS-GE04.A | The examinee should be able to identify and explain how factors such as technology, politics, the economy, the environment, and history have influenced population distribution. | Medium |
| | | HS-GE04.B | The examinee should be able to identify and describe the characteristics of cultures. | Medium |
| | | HS-GE04.C | The examinee should be able to evaluate the functions of settlements over time. | Medium |
| | | HS-GE04.D | The examinee should be able to describe how conflict and cooperation influence the division of Earth's surface. | Medium |
| | HS-GE05 Environment and Society | HS-GE05.A | The examinee should be able to explain the impact of human changes on the environment. | High |
| | | HS-GE05.B | The examinee should be able to describe how the physical environment provides opportunities for and hinders human activities. | High |
| | | HS-GE05.C | The examinee should be able to describe the changes that occur in the use, distribution, and importance of a resource. | High |
| 05_Economics | HS-EC01 Basic Economics | HS-EC01.A | Scarcity: Identify what is gained and what is given up when choices are made. | High |
| | | HS-EC01.B | Incentives: Identify incentives that affect people's behavior and explain how incentives affect their own behavior. | High |
| | | HS-EC01.C | Allocation: Evaluate different methods of allocating goods and services, by comparing the benefits to the costs of each method. | High |
| | | HS-EC01.D | Decision Making: Make effective decisions as consumers, producers, savers, investors, and citizens. | High |

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| 05_Economics <i>continued</i> | HS-EC02 Trade and International Politics | HS-EC02.A | Specialization: Explain the benefits of developing special skills and strengths. | Low |
| | | HS-EC02.B | Trade: Negotiate exchanges and identify the gains to themselves and others. Compare the benefits and costs of policies that alter trade barriers between nations, such as tariffs and quotas. | Low |
| | HS-EC03 Microeconomics | HS-EC03.A | Role of Prices: Predict how changes in factors such as consumers' tastes or producers' technology affect prices. | High |
| | | HS-EC03.B | Markets and Prices: Identify markets in which buyers and sellers participate and describe how the interaction of all buyers and sellers influences prices. Also, predict how prices change when there is either a shortage or surplus of the product available. | High |
| | | HS-EC03.C | Competition and Market Structure: Explain how changes in the level of competition in different markets can affect price and output levels. | High |
| | | HS-EC03.D | Institutions: Describe the roles of various economic institutions and explain the importance of property rights in a market economy. | High |
| | HS-EC04 Macroeconomics | HS-EC04.A | Money and Inflation: Explain how people's lives would be more difficult in a world with no money, or in a world where money sharply lost its value. | Medium |
| | | HS-EC04.B | Interest Rates: Explain situations in which people pay or receive interest, and explain how they would react to changes in interest rates if they were making or receiving interest payments. | Medium |
| | | HS-EC04.C | Income: Predict future earnings based on education, training, and career choice. | Medium |

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| 05_Economics <i>continued</i> | HS-EC04 Macroeconomics <i>continued</i> | HS-EC04.D | Entrepreneurship: Identify the risks and potential returns of entrepreneurship, as well as the skills necessary to engage in it. Understand the importance of entrepreneurship and innovation to economic growth, and how public policies affect incentives for and, consequently, the success of entrepreneurship in the United States. | Medium |
| | | HS-EC04.E | Economic Growth: Predict the consequences of investment decisions made by individuals, businesses, and governments. | Medium |
| | HS-EC05 Government and Economics | HS-EC05.A | Role of Government: Identify and evaluate the benefits and costs of alternative public policies, and assess who enjoys the benefits and who bears the costs. | Medium |
| | | HS-EC05.B | Government Failure: Identify some public policies that may cost more than the benefits they generate, and assess who enjoys the benefits and who bears the costs. Explain why the policies exist. | Medium |
| | | HS-EC05.C | Economic Fluctuations: Interpret media reports about current economic conditions and explain how these conditions can influence decisions made by consumers, producers, and government policy makers. | Medium |
| | | HS-EC05.D | Unemployment and Inflation: Make informed decisions by anticipating the consequences of inflation and unemployment. | Medium |
| | | HS-EC05.E | Fiscal and Monetary Policy: Anticipate the impact of federal government and Federal Reserve System macroeconomic policy decisions on themselves and others. | Medium |