

PRACTICE EXAM 10: NATIONAL BOARD CERTIFICATION MIDDLE CHILDHOOD GENERALIST (100 QUESTIONS)

This independent study simulation contains 100 selected-response questions. The current National Board Component 1 assessment uses 45 selected-response items and three constructed-response exercises; this expanded set is designed for additional practice. Choose the single best answer for each question. Complete the question set before reviewing the answer key and explanations.

1. Students encounter telescope, telephone, and teleconference. Which word-study conclusion best helps them infer the meaning of the Greek element tele-?

- A. It means sound, because two of the words can involve speaking and listening.
- B. It means writing, because the words can all appear in printed informational text.
- C. It means small, because telescopes can be used to view objects that look small from far away.
- D. It means distant or far, as each word involves communicating with or viewing something at a distance.

2. A sentence reads, 'The nocturnal owl, an animal active mainly at night, began hunting after sunset.' Which clue most directly supports the meaning of nocturnal?

- A. The appositive phrase explains that the owl is active mainly at night.
- B. The word owl shows that nocturnal must mean having feathers.
- C. The phrase began hunting proves that nocturnal means searching for food.
- D. The word sunset shows that nocturnal means moving toward the west.

3. An informational paragraph describes a neighborhood stream filled with litter and then explains how residents organized weekly cleanups and installed trash-catching screens. Which text structure is most central?

- A. compare and contrast
- B. chronological biography
- C. problem and solution
- D. spatial description only

4. A story is narrated by a child who does not hear a private conversation between two adults. What is the most important limitation of this first-person point of view?

- A. Readers automatically know every character's private thoughts because the narrator uses I.
- B. Readers can know only what the child observes, thinks, learns, or is later told about the conversation.
- C. Readers cannot learn anything about the setting because first-person narration excludes description.
- D. Readers must assume the child's interpretation is always objectively correct and complete.

5. Two articles explain the decline of a local fish population. One emphasizes warmer water; the other emphasizes loss of streamside vegetation. Which task best demonstrates synthesis?

- A. Copy one sentence from each article without explaining a relationship between them.
- B. Combine evidence from both articles to explain how multiple environmental changes may contribute to the decline.
- C. Choose the article with the longer bibliography and ignore the other source entirely.
- D. List unfamiliar vocabulary from both texts without addressing either explanation.

6. A textbook page includes a labeled cross-section of a volcano beside a paragraph about magma movement. How should a reader most effectively use the diagram?

- A. Match the labels and spatial relationships in the diagram with the processes described in the paragraph.
- B. Treat the diagram as decoration because informational graphics should not affect comprehension.
- C. Read only the labels and skip the paragraph because pictures always contain the complete explanation.
- D. Use the diagram only to predict the author's opinion about whether volcanoes are dangerous.

7. In the sentence 'The tired school bus groaned as it climbed the hill,' which figurative-language device is most evident?

- A. Simile, because the sentence compares the bus to something using like or as.
- B. Hyperbole, because the sentence makes an impossible numerical exaggeration.
- C. Alliteration, because every important word begins with the same consonant sound.
- D. Personification, because the bus is described as performing a humanlike act of groaning.

8. Which revision best combines the ideas 'Maya finished the model. She tested it again because the first test had failed.' while preserving the causal relationship?

- A. Maya finished the model, and the first test had failed, and again.
- B. Because Maya finished the model, the first test tested it again after failure.
- C. After Maya finished the model, she tested it again because the first test had failed.
- D. Maya finished the model; however, she tested it again although no cause is stated.

9. Which sentence uses a pronoun with a clear antecedent?

- A. When Elena handed the notebook to Priya, she said it should be returned, and she agreed.
- B. The notebook was beside the calculator, and this was broken, so it was moved.
- C. After Jordan spoke with Alex about Sam, he said that he should call him later.
- D. When Elena handed the notebook to Priya, Elena said, 'Please return it tomorrow.'

10. A paragraph explains that heavy rain saturated the ground; ____, the hillside began to slide. Which transition best fits the blank?

- A. for example
- B. meanwhile
- C. consequently
- D. in contrast

11. Students are writing a brochure for families visiting a school science fair. Which revision most clearly reflects attention to audience?

- A. Replace every heading with technical vocabulary even if visitors are unlikely to know the terms.
- B. Add brief directions, define unfamiliar science terms, and organize information so visitors can quickly find times and locations.
- C. Remove all location information because the writers already know where each exhibit will be.
- D. Use long research notes exactly as written so the brochure contains every detail the students collected.

12. A student finds four websites about an endangered animal. Which source is generally strongest for a research report requiring reliable scientific information?

- A. A university wildlife center page that identifies its researchers, cites studies, and lists a recent update date.
- B. An anonymous page with dramatic claims, no sources, and several broken links.
- C. A product advertisement that mentions the animal while selling outdoor clothing.
- D. A personal post that says the writer once saw the animal but provides no evidence.

13. A student reads dialogue in the same flat tone and ignores commas and question marks. Which instructional focus would most directly improve oral reading?

- A. Increase silent reading speed without asking the student to read any text aloud.
- B. Memorize the alphabetical order of vocabulary words before rereading the dialogue.
- C. Practice phrasing and prosody by using punctuation and meaning to guide pauses, emphasis, and intonation.
- D. Return only to letter-name drills even though the student recognizes the printed words.

14. A multilingual learner understands a science concept but hesitates to explain it in English during discussion. Which support best maintains the cognitive demand of the task?

- A. Replace the explanation task with copying definitions so the student does not need to express reasoning.
- B. Excuse the student from discussion until conversational English is completely fluent.
- C. Give the student the final explanation to repeat word for word without making any decisions.
- D. Provide a sentence frame and key academic vocabulary while still requiring the student to explain the scientific reasoning.

15. Students are comparing two poems about growing older. Which teacher prompt best deepens their comparative literary analysis?

- A. How do the poets use different images and word choices to create distinct attitudes toward change?
- B. Which poem has more lines, regardless of what those lines mean?
- C. Can everyone select the same favorite poem before discussing evidence?
- D. Which poem contains the greatest number of words with more than three syllables?

16. A teacher wants to determine why a student can read grade-level words accurately but often misunderstands paragraphs. Which assessment would provide the most useful next information?

- A. A timed alphabet-writing task that measures letter formation only.
- B. A think-aloud that probes main ideas, inferences, and comprehension monitoring while the student reads.
- C. A spelling inventory focused entirely on consonant blends already read accurately.
- D. A vision chart used without any reading-comprehension questions.

17. A piece of music is written in 3/4 meter. Which pattern would a performer most naturally feel as one complete measure?

- A. Four equally grouped quarter-note beats in every measure.
- B. Two strong beats followed by two weak beats in each measure.
- C. A pattern with no recurring beat grouping or metric emphasis.
- D. One strong beat followed by two weaker beats.

18. A musical passage gradually becomes louder from beginning to end. Which term best describes that change?

- A. diminuendo
- B. crescendo
- C. staccato
- D. ritardando

19. In a black-and-white poster, the artist leaves an unprinted shape around the main figure. Which visual-art concept is most directly involved?

- A. linear perspective
- B. color harmony
- C. negative space
- D. impasto texture

20. Students compare a polished metal sculpture with a rough clay sculpture. Which element of art are they examining most directly?

- A. texture
- B. value only
- C. horizon line
- D. tempo

21. In drama, a group of students silently freezes in positions that show a family reacting to surprising news. Which technique are they using?

- A. a tableau
- B. a soliloquy
- C. improvised dialogue
- D. a musical ostinato

22. A dance phrase moves from a crouched position to standing and then to a jump. Which movement concept changes most clearly across the phrase?

- A. instrumentation
- B. color value
- C. dramatic irony
- D. level

23. A song has one clear melody while piano chords accompany it underneath. Which musical texture best describes the passage?

- A. monophonic texture
- B. polyphonic texture with independent melodies
- C. homophonic texture
- D. silence with no musical texture

24. A student rides a bicycle to school. Which safety practice most directly reduces the risk of serious head injury in a fall?

- A. Wear a reflective wristband but leave the head unprotected.
- B. Wear a properly fitted bicycle helmet on every ride.
- C. Ride faster through intersections so less time is spent near traffic.
- D. Carry a helmet on the bicycle but put it on only after a fall.

25. Which habit most directly supports consistent sleep for an elementary-age child?

- A. Change bedtime by several hours each night depending on homework.
- B. Drink caffeinated beverages in the evening to finish tasks faster.
- C. Use bright screens in bed until the child becomes exhausted.
- D. Keep a regular bedtime routine and reduce stimulating screen use close to bedtime.

26. A student will attend a very loud indoor music event. Which preventive choice best protects hearing?

- A. Use properly fitted hearing protection and take breaks away from the loudest sound when possible.
- B. Stand beside the loudspeakers so the ears become accustomed to the volume.
- C. Turn up personal headphones afterward to test whether hearing still works.
- D. Ignore ringing afterward because temporary symptoms can never signal excessive sound exposure.

27. Which warm-up is most appropriate immediately before a vigorous running activity?

- A. Remain completely still until the first sprint begins.
- B. Hold a painful stretch as far as possible for several minutes.
- C. Several minutes of gradually increasing movement followed by dynamic motions that prepare the legs for running.
- D. Perform only upper-body relaxation while keeping the legs inactive.

28. A student receives repeated insulting messages in a class group chat. Which response is the safest and most constructive?

- A. Post harsher insults publicly so the sender understands how it feels.
- B. Save evidence, avoid retaliating, block or mute when appropriate, and report the messages to a trusted adult or school contact.
- C. Share the messages with as many classmates as possible to embarrass the sender.
- D. Delete all evidence immediately and keep the situation secret from adults.

29. A student with a severe food allergy is deciding whether to eat a packaged snack. Which action is most appropriate?

- A. Assume the snack is safe because a similar package was eaten last year.
- B. Taste a small bite first because serious reactions always begin slowly.
- C. Ignore the label if another student says the snack probably contains no allergen.
- D. Check the current ingredient and allergen information and follow the student's established allergy-safety plan before eating it.

30. Before giving a class presentation, a student notices tense shoulders and rapid breathing. Which strategy is most likely to help manage the immediate stress response?

- A. Drink several highly caffeinated beverages immediately before speaking.
- B. Avoid all future presentations so the stress can never occur again.
- C. Pause for slow controlled breathing, relax the shoulders, and review the first planned speaking point.
- D. Rush through the presentation without pausing or looking at the prepared outline.

31. Which number is greatest?

- A. 0.58
- B. 0.508
- C. 0.518
- D. 0.49

32. A library had 3,840 books. It removed 1,675 outdated books and then added 290 new books. How many books does it have now?

- A. 1,875 books
- B. 2,455 books
- C. 2,165 books
- D. 5,805 books

33. What is $2\frac{1}{4}$ multiplied by $1\frac{1}{3}$?

- A. 3
- B. $2\frac{7}{12}$
- C. $3\frac{1}{3}$
- D. 4

34. What is 0.36 multiplied by 2.5?

- A. 0.09
- B. 0.86
- C. 9.0
- D. 0.9

35. A bead pattern uses red and blue beads in a ratio of 7:4. If the pattern contains 28 blue beads, how many red beads does it contain?

- A. 35 red beads
- B. 42 red beads
- C. 49 red beads
- D. 56 red beads

36. A \$45 jacket is discounted by 30%. How much is the discount?

- A. \$9.00
- B. \$13.50
- C. \$15.00
- D. \$31.50

37. What is the value of $4n + 7$ when $n = 6$?

- A. 17
- B. 24
- C. 31
- D. 38

38. A whole number rounds to 4,700 when rounded to the nearest hundred. Which number could be the original number?

- A. 4,649
- B. 4,751
- C. 4,799
- D. 4,672

39. What is the greatest whole number x that satisfies $x + 4 < 11$?

- A. 6
- B. 5
- C. 7
- D. 11

40. Which number is divisible by 9?

- A. 4,352
- B. 4,356
- C. 4,354
- D. 4,358

41. A school orders 84 markers packed equally into boxes of 12. How many boxes are needed?

- A. 7 boxes
- B. 6 boxes
- C. 8 boxes
- D. 72 boxes

42. Three angles meet at a point. Two measure 125 degrees and 95 degrees. What is the measure of the remaining angle?

- A. 40 degrees
- B. 130 degrees
- C. 140 degrees
- D. 220 degrees

43. A regular hexagon has side length 7.5 centimeters. What is its perimeter?

- A. 15 centimeters
- B. 45 centimeters
- C. 37.5 centimeters
- D. 56.25 centimeters

44. Two rectangles are similar. The smaller rectangle has a length of 8 cm, and the larger rectangle uses a scale factor of 1.5. What is the corresponding larger length?

- A. 5.33 cm
- B. 9.5 cm
- C. 16 cm
- D. 12 cm

45. A class records the number of books read each month from September through May. Which display is usually best for showing how the total changes over time?

- A. a line graph with months ordered along the horizontal axis
- B. a circle graph with unrelated categories
- C. a single unlabeled pictograph symbol
- D. a random list of totals with the months removed

46. A bag contains 5 blue, 3 green, and 2 red counters. If one counter is chosen at random, what is the probability that it is not blue?

- A. $\frac{1}{5}$
- B. $\frac{3}{10}$
- C. $\frac{7}{10}$
- D. $\frac{1}{2}$

47. A theater has 24 rows with 18 seats in each row. If 37 seats are unavailable, how many seats can still be used?

- A. 358
- B. 405
- C. 395
- D. 469

48. A cyclist travels at an average rate of 12 kilometers per hour for 2.5 hours. How far does the cyclist travel?

- A. 4.8 kilometers
- B. 30 kilometers
- C. 14.5 kilometers
- D. 48 kilometers

49. A rectangular garden is 14 meters long and 9 meters wide. A 2-meter-wide gate replaces part of one 14-meter side. How many meters of fencing are needed for the remaining boundary?

- A. 42 meters
- B. 46 meters
- C. 44 meters
- D. 126 meters

50. A copper wire and a wooden craft stick are connected separately in the same simple circuit. The bulb lights with the copper wire but not with the dry wood. Which property is being compared?

- A. electrical conductivity
- B. magnetic polarity
- C. solubility in water
- D. mass conservation

51. A drop of black washable ink spreads into several colored bands as water moves up a strip of paper. Which separation method is being demonstrated?

- A. magnetic separation
- B. simple filtration
- C. freezing-point measurement
- D. paper chromatography

52. A mineral sample has a mass of 54 grams and a volume of 20 milliliters. What is its density?

- A. 0.37 grams per milliliter
- B. 2.7 grams per milliliter
- C. 34 grams per milliliter
- D. 74 grams per milliliter

53. Two students push a box in opposite directions. One pushes east with 60 N and the other pushes west with 45 N. What is the net force?

- A. 15 N west
- B. 15 N east
- C. 105 N east
- D. 105 N west

54. Which example has the greatest amount of elastic potential energy?

- A. A stretched rubber band held under tension before it is released.
- B. A rubber band lying unstretched on a table.
- C. A ball rolling at constant speed across a level floor.
- D. A lamp producing light while plugged into an outlet.

55. A seesaw is an example of which simple machine?

- A. a pulley
- B. an inclined plane
- C. a lever
- D. a screw

56. Two sound waves have the same frequency, but one has a greater amplitude. How will that wave usually be perceived?

- A. as higher in pitch
- B. as traveling through a vacuum
- C. as having a shorter wavelength
- D. as louder

57. Frosted glass allows light to pass through but scatters it so objects on the other side are not seen clearly. How should the glass be classified?

- A. translucent
- B. transparent
- C. opaque
- D. luminous

58. In which circuit arrangement can one bulb be removed while the other bulbs can still have complete paths to the battery?

- A. a single-loop series circuit only
- B. an open circuit with no complete path
- C. a circuit with the battery disconnected
- D. a parallel circuit

59. What alignment causes a lunar eclipse?

- A. The Moon moves between the Sun and Earth and blocks sunlight from reaching part of Earth.
- B. Earth moves between the Sun and the Moon so Earth's shadow falls on the Moon.
- C. The Sun moves between Earth and the Moon and casts a shadow toward space.
- D. Earth's rotation stops briefly and prevents sunlight from reaching the Moon.

60. Which force is most responsible for the regular rise and fall of ocean tides on Earth?

- A. Earth's magnetic field pulling seawater toward the poles
- B. winds alone pushing all ocean water onto and off every coast
- C. the Moon's gravitational pull, together with the Sun's smaller tidal influence
- D. heat from Earth's core expanding the oceans twice each day

61. Which process can form metamorphic rock?

- A. existing rock is changed by heat and pressure without completely melting
- B. sediments settle, compact, and cement only at Earth's surface
- C. molten rock cools and crystallizes directly into a solid
- D. liquid water evaporates and leaves only dissolved salt crystals

62. In an undisturbed sequence of sedimentary rock layers, which layer is generally oldest?

- A. the highest layer
- B. the layer with the brightest color
- C. the layer closest to a modern plant root
- D. the lowest layer

63. A rabbit population grows for several years, then a severe drought greatly reduces available grasses. What is the most likely short-term effect?

- A. The rabbit population must increase because fewer plants create more habitat.
- B. The rabbit population may decline because food has become a limiting factor.
- C. Every rabbit will immediately develop a new inherited trait for eating rocks.
- D. The drought will eliminate competition because all resources become unlimited.

64. Why is less usable energy available to organisms at higher levels of an energy pyramid?

- A. Energy is created only by top predators after they consume prey.
- B. Producers keep no energy because all sunlight passes directly to consumers.
- C. Every trophic level receives exactly the same amount of usable energy.
- D. Energy is used for life processes, and some is transferred to the environment as heat.

65. What is a major function of xylem tissue in a vascular plant?

- A. producing pollen inside every leaf
- B. digesting food in the plant's cells like an animal stomach
- C. transporting water and dissolved minerals from roots toward stems and leaves
- D. carrying electrical current from soil directly into flowers

66. After a wildfire darkens tree bark, a beetle population still varies naturally from light to dark color. Birds more often catch the light beetles. Over many generations, dark beetles become more common. Which process best explains the change?

- A. natural selection
- B. instantaneous inheritance of soot acquired by individual beetles
- C. random choice by beetles to change their genes when predators appear
- D. complete elimination of genetic variation after a single generation

67. A map shades each county from light to dark according to the percentage of land used for farming. What kind of map is this?

- A. a physical map showing only mountains and rivers
- B. a thematic map showing a spatial pattern in agricultural land use
- C. a political map showing only boundary lines with no data pattern
- D. a navigation map designed only to provide turn-by-turn street directions

68. A community begins serving foods, playing music, and celebrating traditions introduced by families who recently moved there from another region. Which geographic process does this best illustrate?

- A. plate tectonics
- B. absolute isolation
- C. cultural diffusion
- D. erosion by running water

69. Farmers on steep hillsides build terraces that create flatter steps for planting. This is an example of

- A. humans adapting the environment to reduce erosion and make cultivation possible.
- B. eliminating all interaction between people and the physical environment.
- C. using political boundaries to determine the direction of rainfall.
- D. changing latitude so the region receives a different amount of sunlight.

70. A town can afford either a new playground or repairs to an aging community center this year, but not both. The value of the option it gives up is called

- A. profit margin.
- B. inflation rate.
- C. opportunity cost.
- D. specialization.

71. Why can specialization increase productivity?

- A. It guarantees that every producer becomes completely self-sufficient.
- B. Workers focus on efficient tasks and trade for other goods or services.
- C. It prevents exchange because specialized producers make only one thing.
- D. It eliminates scarcity by creating unlimited resources.

72. If the supply of oranges increases substantially while demand stays about the same, what price change is most likely, all else equal?

- A. The market price must rise sharply.
- B. The price cannot change under any circumstances.
- C. The price becomes unrelated to supply and demand.
- D. The market price tends to decrease.

73. A store charges 6% sales tax on a \$25 purchase. What is the total cost?

- A. \$25.06
- B. \$26.00
- C. \$26.50
- D. \$31.00

74. Which example best illustrates separation of powers in the federal government?

- A. Congress passes laws, the president carries them out, and federal courts interpret their application in cases.
- B. One branch writes, enforces, and judges every federal law without limits from the others.
- C. State governors appoint all members of Congress and the Supreme Court.
- D. Local school boards control the constitutional powers of all three federal branches.

75. What is judicial review?

- A. the power of judges to write the federal budget without Congress
- B. the power of courts to evaluate whether government actions are consistent with the Constitution
- C. the requirement that courts conduct every election in the United States
- D. the authority of juries to replace elected lawmakers whenever they disagree with a statute

76. Which constitutional principle is most directly concerned when a state law treats people differently solely because of race?

- A. the requirement for a patent before publishing a book
- B. the president's treaty-negotiation power
- C. the rule that revenue bills must originate in the House
- D. equal protection of the laws

77. Which principle is most directly reflected by the First Amendment's Establishment Clause?

- A. Every citizen must belong to the same religious organization.
- B. Government may not establish an official religion or favor religious establishment through law.
- C. Congress may prohibit all peaceful religious exercise whenever it chooses.
- D. State governments may require a religious test for every public-school student.

78. Students find two letters describing the same strike but making conflicting claims about what happened. What is the strongest next step?

- A. Corroborate the letters with additional independent sources and consider each writer's position and purpose.
- B. Assume the longer letter is automatically more accurate.
- C. Discard both letters because historical sources should never disagree.
- D. Choose the letter with the more emotional language and treat it as complete evidence.

79. Which feature of New England geography most encouraged fishing, shipbuilding, and maritime trade in many colonial communities?

- A. vast year-round tropical plantations far from navigable water
- B. an absence of forests and usable coastal ports
- C. a long Atlantic coastline with natural harbors and access to forest resources
- D. large desert basins that prevented contact with the Atlantic Ocean

80. Why is Virginia's House of Burgesses often included in lessons about representative government in colonial America?

- A. It was the first federal Supreme Court created by the U.S. Constitution.
- B. It was a British military unit formed to end colonial legislatures.
- C. It established universal adult voting throughout all English colonies.
- D. It was an elected representative assembly in colonial Virginia.

81. Why was a Bill of Rights added soon after the Constitution was ratified?

- A. to protect specified individual liberties and address concerns that the new federal government needed clearer limits
- B. to replace the entire Constitution with the Articles of Confederation
- C. to create a hereditary monarchy and eliminate elections
- D. to give Congress unlimited power over speech, religion, and criminal procedure

82. During the War of 1812, the defense of Fort McHenry inspired the words that later became which U.S. national anthem?

- A. America the Beautiful
- B. Yankee Doodle
- C. My Country, 'Tis of Thee
- D. The Star-Spangled Banner

83. A historical map shows railroad lines spreading rapidly between Midwestern farms, industrial cities, and ports during the late nineteenth century. Which development is the map most useful for studying?

- A. the disappearance of long-distance trade during industrial growth
- B. the growing integration of regional markets during industrialization
- C. the end of urbanization because railroads moved people away from cities only
- D. the replacement of all factories by isolated household production

84. Students analyze photographs of crowded tenements, factory workers, and reform organizations from the early twentieth century. Which historical question best connects these sources?

- A. How did medieval castles shape feudal agriculture in Europe?
- B. Why did colonial farmers reject all manufactured goods before independence?
- C. How did urban and industrial conditions contribute to Progressive Era reform efforts?
- D. How did the space race change satellite technology after 1960?

85. A World War I poster asks civilians to conserve food so more supplies can support troops and allies. The poster is best evidence of

- A. home-front mobilization during wartime.
- B. the complete end of government communication with civilians during war.
- C. a policy requiring all farms to stop producing food for civilians.
- D. the abandonment of civilian participation in national wartime efforts.

86. During the Great Depression, why did widespread bank failures deepen hardship for many families?

- A. Bank failures automatically increased every household's income and purchasing power.
- B. Failed banks guaranteed unlimited loans to every business at zero interest.
- C. Bank closures had no connection to savings, lending, or confidence in the financial system.
- D. People could lose access to savings and credit, while fear could cause further withdrawals and reduce economic activity.

87. A photograph shows women operating aircraft-production machinery in a U.S. factory during World War II. What larger wartime change does it help document?

- A. Women were legally prohibited from all paid industrial employment during the war.
- B. Wartime factories stopped producing military equipment and returned entirely to household goods.
- C. Women entered many industrial jobs in greater numbers as wartime production expanded and labor demand increased.
- D. Industrial labor demand disappeared because production fell below peacetime levels.

88. What was a central purpose of the North Atlantic Treaty Organization when it was created in 1949?

- A. to administer the former thirteen British colonies before the American Revolution
- B. to establish a collective-defense alliance among member countries in the North Atlantic area
- C. to replace the United Nations with a single world government
- D. to coordinate Axis military strategy during World War II

89. Which statement best describes the significance of the 1963 March on Washington for Jobs and Freedom?

- A. It was a military campaign to capture Washington during the Civil War.
- B. It was a major national demonstration for civil rights and economic justice and featured King's 'I Have a Dream' speech.
- C. It ended every form of discrimination in the United States by itself on that day.
- D. It was organized to oppose all federal civil-rights legislation and preserve segregation.

90. Why are the Little Rock Nine significant in U.S. civil-rights history?

- A. They were Supreme Court justices who wrote the Constitution in 1787.
- B. They were astronauts who completed the first Moon landing in 1969.
- C. They were Black students who integrated Central High School in Little Rock under federal protection after resistance to desegregation.
- D. They were senators who created the original Articles of Confederation.

91. What did the Apollo 11 mission accomplish in 1969?

- A. It launched the first artificial satellite, Sputnik, for the Soviet Union.
- B. It created the first permanent human settlement on Mars.
- C. It ended all robotic exploration of the solar system.
- D. It landed humans on the Moon and returned them safely to Earth.

92. Which source set would best support a student investigating how a major highway changed a town over several decades?

- A. historical maps, census data, local photographs, business records, and oral histories from different time periods
- B. one undated social-media comment with no supporting evidence
- C. a single fictional story written in another country and century
- D. only a current road map with no historical comparison or community information

93. A student argues that a new factory caused a town's population to double because both changes occurred in the same decade. What is the strongest historical-reasoning response?

- A. Assume that events occurring near the same time always have a direct cause-and-effect relationship.
- B. Treat the timing as a clue, then investigate additional evidence about jobs, migration, housing, and other possible causes before making a causal claim.
- C. Reject all causal explanations because historians can never study causes.
- D. Use only the population total and ignore evidence about the factory or other local changes.

94. A city council is deciding how to spend a limited transportation budget. Which evidence would best support an informed civic decision?

- A. ridership data, maintenance costs, safety records, resident input, and the likely effects of each proposal
- B. the loudest single comment made during one meeting, with no other evidence
- C. a rumor about another city that cannot be checked or connected to local conditions
- D. only the personal travel preference of one council member

95. Which action is an example of responsible civic participation by a student who wants a safer crosswalk near school?

- A. Damage nearby signs so officials will be forced to notice the issue.
- B. Spread a false claim online because inaccurate information attracts more attention.
- C. Gather traffic observations, learn which local agency is responsible, and present a respectful evidence-based request to that agency or council.
- D. Ignore local procedures and threaten people who disagree with the proposal.

96. A state legislature passes a law, but the governor vetoes it. What constitutional principle is most clearly illustrated?

- A. direct democracy in which citizens vote on every law themselves
- B. judicial review performed by the executive branch
- C. a monarchy in which a hereditary ruler controls legislation
- D. checks and balances

97. A class compares how the same national event was reported in newspapers from different regions. What skill is the activity primarily developing?

- A. memorizing a single approved account without comparing evidence
- B. evaluating perspective and regional context in historical sources
- C. assuming geographic location never influences emphasis or interpretation
- D. replacing source analysis with a list of newspaper font sizes

98. A household's income stays the same while the prices of many everyday goods rise over time. What happens to the household's purchasing power, all else equal?

- A. It decreases because the same income buys fewer goods and services.
- B. It increases automatically because higher prices make money worth more.
- C. It remains identical because prices never affect purchasing power.
- D. It becomes unlimited as soon as any one product becomes more expensive.

99. Two regions can produce both wheat and cloth, but one gives up much less cloth when it produces additional wheat. That region has

- A. an absolute requirement to stop producing cloth entirely.
- B. no reason ever to trade with another region.
- C. unlimited resources that remove all opportunity costs.
- D. a comparative advantage in wheat.

100. Which classroom activity best helps students distinguish a historical claim from the evidence used to support it?

- A. Tell students that every sentence in a source is automatically both claim and evidence.
- B. Ask students to count paragraph lengths without discussing meaning.
- C. Have students label the author's conclusion separately from quotations, statistics, artifacts, or observations that support that conclusion.
- D. Remove all source material and have students guess what the author probably believed.

PRACTICE EXAM 10 - ANSWER KEY

1. D	21. A	41. A	61. A	81. A
2. A	22. D	42. C	62. D	82. D
3. C	23. C	43. B	63. B	83. B
4. B	24. B	44. D	64. D	84. C
5. B	25. D	45. A	65. C	85. A
6. A	26. A	46. D	66. A	86. D
7. D	27. C	47. C	67. B	87. C
8. C	28. B	48. B	68. C	88. B
9. D	29. D	49. C	69. A	89. B
10. C	30. C	50. A	70. C	90. C
11. B	31. A	51. D	71. B	91. D
12. A	32. B	52. B	72. D	92. A
13. C	33. A	53. B	73. C	93. B
14. D	34. D	54. A	74. A	94. A
15. A	35. C	55. C	75. B	95. C
16. B	36. B	56. D	76. D	96. D
17. D	37. C	57. A	77. B	97. B
18. B	38. D	58. D	78. A	98. A
19. C	39. A	59. B	79. C	99. D
20. A	40. B	60. C	80. D	100. C

Review explanations only after completing the question set.

PRACTICE EXAM 10 - DETAILED EXPLANATIONS

- 1. D** - The element tele- comes from Greek and conveys distance or remoteness. A telescope lets someone view distant objects, a telephone carries communication across distance, and a teleconference connects people in separate locations. Looking for a meaning that remains stable across several related words is stronger than attaching an incidental feature of one context.
- 2. A** - The phrase set off by commas functions as an appositive explanation of the unfamiliar word. It defines the owl as active mainly at night, which directly reveals nocturnal. Nearby words such as owl, hunting, and sunset provide context, but they do not supply the word's meaning as precisely as the embedded definition does.
- 3. C** - The paragraph first identifies a problem, litter accumulating in a stream, and then presents actions intended to address that problem. That organization is problem and solution. Although events occur over time, the main relationship is not simply chronology. The paragraph also does not compare two subjects or focus only on where objects are located.
- 4. B** - A first-person narrator reports experience from that narrator's perspective. If the child did not witness the conversation, the narration cannot directly reveal it unless the child learns about it later. First person can describe settings and may be unreliable or incomplete, so it does not provide unlimited knowledge or guarantee an objective interpretation.
- 5. B** - Synthesis requires integrating ideas from multiple sources into a new understanding. Combining evidence about warmer water and vegetation loss recognizes that more than one factor may affect fish populations. Merely copying, choosing one source, or listing vocabulary does not connect the sources or construct a broader explanation from their information.
- 6. A** - A labeled cross-section provides spatial information that prose may describe less efficiently. Coordinating the visual labels with the paragraph helps readers understand where magma moves and how parts relate. Effective informational reading uses text and graphics together. Ignoring either source of information reduces comprehension, and the diagram does not primarily communicate an opinion.
- 7. D** - Groaned gives the bus a humanlike action, so the sentence uses personification. There is no comparison introduced by like or as, no extreme numerical or impossible exaggeration, and no repeated initial sound pattern across the major words. Identifying the device depends on the relationship between the object and the human quality assigned to it.
- 8. C** - The revision uses after to show sequence and because to preserve the reason for testing again. The sentence remains grammatically complete and keeps the original meaning. The alternatives create awkward coordination, confuse which noun performs the action, or introduce contrast rather than the stated cause. Effective sentence combining preserves logical relationships as well as information.
- 9. D** - The clear sentence identifies Elena as the speaker and uses it to refer unambiguously to the notebook. The other choices contain pronouns that could refer to more than one person or object, forcing the reader to guess. Clear antecedents matter because pronouns should efficiently connect ideas without creating uncertainty about who or what is meant.
- 10. C** - Consequently signals a cause-and-effect relationship: saturated ground is presented as a condition leading to the hillside slide. For example introduces an illustration, meanwhile emphasizes simultaneous timing, and in contrast signals difference. Selecting a transition requires identifying the logical relationship between the clauses rather than choosing a connector that merely sounds fluent.
- 11. B** - Audience awareness means anticipating what readers know, need, and are likely to do with the text. Visitors need clear locations, schedules, and accessible terminology. Technical jargon, omitted directions, and unedited research notes place the writer's knowledge ahead of the reader's needs. Effective revision shapes content and organization for the intended users.
- 12. A** - Source credibility increases when authorship, expertise, evidence, and currency can be evaluated. A university wildlife center that names researchers, cites studies, and provides an update date gives readers ways to verify claims. Anonymous assertions, advertising, and unsupported personal anecdotes may offer perspectives, but they provide weaker foundations for a scientific research report.
- 13. C** - The difficulty described is prosody, not basic word recognition. Modeling and practicing phrasing, pauses, and intonation helps the student use punctuation and meaning to make oral reading sound natural. Silent speed practice, alphabetizing vocabulary, or isolated letter-name work does not directly address the student's flat expression and disregard for sentence cues.
- 14. D** - Language scaffolds should increase access without reducing the intellectual work. A sentence frame and key vocabulary support expression while leaving the scientific explanation to the learner. Copying, exemption, or repetition removes reasoning and limits opportunities to develop academic language. Effective support distinguishes language demands from the underlying content goal. This keeps the reasoning focused on the intended literacy target.
- 15. A** - Comparative literary analysis asks students to examine how texts treat a shared idea through craft choices. Focusing on imagery and diction requires students to compare evidence and connect technique with attitude or tone. Line counts, class preference, and syllable totals can be observed, but they do not explain how the poems construct meaning differently.
- 16. B** - The observed gap is between accurate word reading and comprehension, so the next assessment should examine the student's meaning-making processes. A think-aloud or conference can reveal inference, monitoring, and main-idea strategies. Letter formation, already-mastered spelling patterns, and a vision chart do not directly explain why comprehension breaks down after words are recognized.
- 17. D** - Three-four meter groups three quarter-note beats per measure, commonly felt as a stronger first beat followed by two weaker beats. Four-beat groupings characterize meters such as 4/4, while two-beat patterns suggest duple meter. Meter organizes recurring beat emphasis, so a completely ungrouped pulse would not reflect the stated time signature.
- 18. B** - A crescendo is a gradual increase in loudness. Diminuendo describes decreasing loudness, staccato concerns short separated articulation, and ritardando means gradually slowing the tempo. Musical notation separates dynamics, articulation, and tempo because each controls a different aspect of performance. The stem specifically describes a dynamic change over time, making crescendo the best match.
- 19. C** - Negative space is the empty or unoccupied area around and between forms, and artists can use it deliberately to shape composition. Linear perspective creates depth, color harmony concerns relationships among colors, and impasto refers to thickly applied paint. The unprinted shape therefore functions as designed space rather than as a missing part of the image.
- 20. A** - Texture describes how a surface actually feels or appears as though it would feel. Polished metal and rough clay present contrasting surface qualities. Value concerns lightness and darkness, a horizon line is a spatial device in two-dimensional imagery, and tempo is a musical concept. Comparing smoothness and roughness therefore focuses most directly on texture.

- 21. A** - A tableau is a frozen, carefully arranged stage picture that communicates a moment, relationship, or idea without movement or speech. A soliloquy is an extended spoken reflection by one character, improvised dialogue involves spontaneous speech, and an ostinato is a repeated musical pattern. The silent frozen composition described in the stem is therefore a tableau.
- 22. D** - Dance levels describe the vertical placement of the body in space, often categorized as low, middle, and high. A crouch, standing position, and jump create a clear progression through levels. Instrumentation belongs to music, color value belongs to visual art, and dramatic irony is a literary and theatrical relationship involving audience knowledge.
- 23. C** - Homophonic texture features a primary melody supported by chordal accompaniment, which matches a singer or melodic line over piano chords. Monophonic texture has a single unaccompanied melodic line, while polyphonic texture contains multiple independent melodies of comparable importance. Silence contains no sounding texture at all, so it cannot describe the passage.
- 24. B** - A properly fitted bicycle helmet is designed to reduce the risk of serious head injury during a crash or fall. Reflective gear can improve visibility but does not protect the head, riding faster can increase danger, and carrying a helmet provides no protection unless it is worn correctly. Consistent helmet use is the strongest choice among these options.
- 25. D** - A regular routine helps the body anticipate sleep, while reducing stimulating light and activity near bedtime supports settling down. Large schedule changes, caffeine, and extended bright-screen use can make sleep onset more difficult. Healthy sleep habits are behavioral patterns practiced consistently, not emergency strategies used only after a child is already overtired.
- 26. A** - Reducing sound exposure is the key preventive principle. Proper hearing protection lowers sound reaching the ear, and moving away or taking quieter breaks reduces exposure time and intensity. Standing near speakers or adding more headphone volume increases exposure. Ringing after loud sound should not be treated as proof that the exposure was harmless.
- 27. C** - A warm-up should gradually raise activity level and prepare the muscles and movement patterns that will be used. Dynamic motions can increase readiness without forcing painful ranges. Remaining still, holding an extreme painful stretch, or ignoring the legs does not prepare the body for running demands. Warm-up quality depends on progressive and task-relevant movement.
- 28. B** - Cyberbullying is better addressed by preserving evidence, limiting further contact, and involving responsible adults or established reporting systems. Retaliation can escalate harm, public redistribution spreads the content, and deleting evidence while remaining silent can make intervention harder. A constructive response prioritizes safety, documentation, and support rather than revenge or concealment.
- 29. D** - Ingredients and manufacturing information can change, so allergy decisions should rely on the current label and the student's established safety plan, not memory or peer guesses. Testing with a bite is unsafe because reactions can be serious. Consistent procedures help reduce exposure risk and clarify what to do when information is uncertain.
- 30. C** - Slow breathing and deliberate muscle relaxation can reduce physiological arousal, while returning attention to a prepared first step makes the task feel manageable. Large amounts of caffeine can intensify jitteriness, total avoidance prevents skill development, and rushing can increase loss of control. A brief regulation strategy supports performance without removing the learning task.
- 31. A** - Align the decimal places: 0.58 is 0.580, which is greater than 0.518, 0.508, and 0.490. Comparing place values from tenths to hundredths determines the order. The number of written digits does not determine magnitude, so adding a trailing zero would not change a decimal's value. The distractors reflect common operation or place-value errors instead.
- 32. B** - Subtract the removed books first: $3,840 - 1,675 = 2,165$. Then add the 290 new books to obtain 2,455. The distractors reflect stopping after the subtraction, combining the wrong quantities, or adding instead of subtracting the removed books. The sequence of operations follows the changes described in the situation. A reasonableness check also supports the result and its units.
- 33. A** - Convert the mixed numbers to improper fractions: $2\frac{1}{4} = \frac{9}{4}$ and $1\frac{1}{3} = \frac{4}{3}$. Multiplying gives $\frac{36}{12}$, which simplifies to 3. Adding numerators and denominators or treating mixed-number parts separately creates the distractors. Multiplication of fractions requires multiplying equivalent improper-fraction forms and then simplifying. The distractors reflect common operation or place-value errors instead.
- 34. D** - Multiply 36 by 25 to get 900, then place three decimal places because the factors contain three decimal digits altogether: $0.900 = 0.9$. Estimation also helps because 0.36 times about 2.5 should be slightly less than 1. The distractors reflect misplaced decimals or addition instead of multiplication. The distractors reflect different mathematical errors.
- 35. C** - The blue part of the ratio increases from 4 to 28 by a factor of 7. The red part must be multiplied by the same factor: 7 times 7 = 49. Equivalent ratios preserve the multiplicative relationship between both quantities. The distractors use inconsistent scaling or simple addition instead of proportional reasoning.
- 36. B** - Thirty percent is 0.30, so the discount is 0.30 times \$45 = \$13.50. The \$31.50 value is the sale price after subtracting the discount, not the discount itself. The other choices reflect using a different percentage or estimating inaccurately. Identifying what the question asks prevents confusing the discount with the final price.
- 37. C** - Substitute 6 for n : $4(6) + 7 = 24 + 7 = 31$. The distractors reflect adding before multiplying, stopping after the multiplication, or combining the terms incorrectly. Substitution means replacing the variable with the stated value while preserving the operation structure of the original expression. The distractors reflect common operation or place-value errors instead.
- 38. D** - Numbers from 4,650 through 4,749 round to 4,700 to the nearest hundred. The number 4,672 lies in that interval, so it could produce the stated rounded value. By contrast, 4,649 rounds to 4,600, while 4,751 and 4,799 round to 4,800. Rounding depends on the tens digit and the neighboring hundreds.
- 39. A** - Subtract 4 from both sides to obtain $x < 7$. Whole numbers less than 7 include 0 through 6, so the greatest one is 6. Seven does not satisfy a strict less-than inequality, and 11 is much too large. The question asks for the greatest qualifying whole number, not every possible solution.
- 40. B** - A whole number is divisible by 9 when the sum of its digits is divisible by 9. For 4,356, the digit sum is $4 + 3 + 5 + 6 = 18$, which is divisible by 9. The other choices have digit sums of 14, 16, and 20, so they fail the test.
- 41. A** - Equal packing means dividing the total number of markers by the number in each box. Eighty-four divided by 12 equals 7, so seven boxes are needed. Six or eight boxes would hold the wrong total at 12 markers each, while 72 comes from subtracting instead of dividing the quantities. The distractors reflect different mathematical errors.
- 42. C** - Angles around a point total 360 degrees. The two known angles sum to 220 degrees, so the remaining angle is $360 - 220 = 140$ degrees. Forty results from subtracting the known angles from each other, 220 is only their sum, and 130 comes from using an incorrect full-angle total.

- 43. B** - A regular hexagon has six equal sides. Multiplying 6 by 7.5 centimeters gives a perimeter of 45 centimeters. Fifteen represents only two side lengths, 37.5 represents five side lengths, and 56.25 is 7.5 squared rather than a perimeter calculation. Perimeter measures the total distance around the polygon. The distractors reflect different mathematical errors.
- 44. D** - A scale factor of 1.5 means each corresponding length in the larger rectangle is 1.5 times the smaller length. Multiplying 8 by 1.5 gives 12 centimeters. Dividing reverses the scale, adding 1.5 is not multiplicative scaling, and doubling would use a scale factor of 2 instead. The distractors reflect different mathematical errors.
- 45. A** - A line graph is well suited to showing change across ordered time intervals because readers can follow increases, decreases, and trends from month to month. A circle graph emphasizes parts of a whole, an unlabeled pictograph lacks usable scale, and removing the months destroys the time sequence needed to interpret change over the school year.
- 46. D** - There are 10 counters total. Counters that are not blue are the 3 green plus 2 red, for 5 favorable outcomes. The probability is therefore $5/10 = 1/2$. The distractors use only one nonblue color, the blue count incorrectly, or the complement in the wrong direction. A reasonableness check also supports the result and its units.
- 47. C** - First find the total number of seats: 24 times 18 equals 432. Then subtract the 37 unavailable seats: 432 minus 37 equals 395 usable seats. The problem requires two operations in sequence, so multiplying or subtracting only once is incomplete. The distractors represent common place-value or operation errors during the second step.
- 48. B** - Distance equals rate times time when the rate is constant. Multiplying 12 kilometers per hour by 2.5 hours gives 30 kilometers. Dividing the quantities, adding them, or multiplying by an incorrect time produces the distractors. The hour units cancel, leaving kilometers as the appropriate unit for distance traveled. The distractors reflect different mathematical errors.
- 49. C** - The full perimeter is $2(14 + 9) = 46$ meters. Because a 2-meter gate replaces fencing along the boundary, subtract 2 meters to get 44 meters of fence. The distractors either subtract twice, forget the gate, or use area. The gate changes only the fenced portion, not the garden's dimensions.
- 50. A** - The circuit tests whether each material allows electric charge to move through it. Copper is a good electrical conductor, while dry wood is a poor conductor under ordinary conditions. Magnetic polarity concerns magnets, solubility concerns dissolving, and mass conservation concerns matter in physical or chemical changes. The observed bulb response therefore tests conductivity.
- 51. D** - Paper chromatography can separate components of a mixture because dissolved substances move with a solvent at different rates or interact differently with the paper. Colored bands indicate that the black ink contains multiple pigments. Magnets separate magnetic materials, filtration separates by particle size, and measuring a freezing point does not physically separate ink pigments.
- 52. B** - Density equals mass divided by volume. Dividing 54 grams by 20 milliliters gives 2.7 grams per milliliter. Subtracting or adding the measurements does not produce density, and reversing the division gives a different quantity. The units also show the relationship: grams of mass for each milliliter of volume. That mechanism explains the observation more fully than the alternatives.
- 53. B** - Opposite forces subtract. The eastward force is larger, so $60\text{ N} - 45\text{ N} = 15\text{ N}$ east. Adding the magnitudes would be appropriate only if the forces acted in the same direction. The direction of the net force follows the larger force, which makes the 15 N west choice incorrect.
- 54. A** - Elastic potential energy is stored when an elastic object is stretched or compressed from its resting shape. A taut rubber band stores energy that can be converted to motion when released. An unstretched band stores far less elastic energy, a rolling ball demonstrates kinetic energy, and a lamp primarily converts electrical energy.
- 55. C** - A seesaw is a rigid bar that pivots around a support point, or fulcrum, which makes it a lever. A pulley uses a wheel and rope, an inclined plane is a sloped surface, and a screw is an inclined plane wrapped around a cylinder. The pivoting bar and fulcrum identify the simple machine involved.
- 56. D** - For sound, greater amplitude generally corresponds to greater loudness because the wave carries a larger variation in pressure. Pitch is primarily related to frequency, not amplitude. Sound also requires a medium and does not travel through a vacuum. Changing amplitude alone does not determine a new wavelength when the medium and frequency stay the same.
- 57. A** - A translucent material transmits some light but scatters it, so images viewed through it are unclear. Transparent materials transmit light with enough regularity for clear viewing, while opaque materials block transmission. Luminous objects produce their own visible light. Frosted glass therefore fits the translucent category because it passes light without forming a clear image.
- 58. D** - A parallel circuit provides separate branches, so removing one bulb can leave complete paths through other branches. In a single series loop, opening the path at one bulb interrupts current throughout the loop. An open circuit or disconnected battery lacks a complete energy path. Branching is the key feature that provides independent routes.
- 59. B** - A lunar eclipse occurs when Earth lies between the Sun and the Moon closely enough for Earth's shadow to fall on the Moon. When the Moon moves between the Sun and Earth, the event can be a solar eclipse instead. The Sun does not move between Earth and the Moon, and Earth's rotation does not stop.
- 60. C** - Tides result primarily from gravitational interactions, especially the Moon's pull on Earth's oceans, with the Sun also contributing. Magnetism does not drive ocean tides, winds create other water movements, and geothermal heating does not produce the regular global tidal cycle. The predictable timing of tides reflects orbital gravitational relationships. That mechanism explains the observation more fully than the alternatives.
- 61. A** - Metamorphic rock forms when existing rock is altered by heat, pressure, and related processes without fully melting. Sediment compaction and cementation form sedimentary rock, while cooling molten material forms igneous rock. Evaporating salt water can produce mineral crystals but does not describe the transformation that defines metamorphism. The other choices describe different scientific processes or relationships.
- 62. D** - The principle of superposition states that in an undisturbed sequence of sedimentary layers, older layers are generally deposited first and therefore lie beneath younger layers. Color does not establish age, and a modern root can grow into older rock or sediment. Relative dating relies on the order of deposition when layers have not been overturned.

- 63. B** - Food availability can limit population size. A drought that reduces grasses decreases a major resource, so survival and reproduction may fall and the rabbit population may decline. Populations do not instantly acquire needed inherited traits, and scarcity increases rather than removes resource limits. Limiting factors connect environmental conditions with carrying capacity and population change.
- 64. D** - Energy transfer between trophic levels is inefficient because organisms use energy for movement, growth, maintenance, and other processes, with substantial energy dissipated as heat. Therefore less energy remains available to the next level. Energy is not newly created by predators, and equal transfer at every level would contradict observed energy pyramids.
- 65. C** - Xylem is vascular tissue that conducts water and dissolved minerals upward from roots through the plant. Pollen is produced by reproductive structures, plants do not digest food in animal-style stomachs, and xylem is not an electrical wire. Water transport supports photosynthesis, cell function, and replacement of water lost from leaves.
- 66. A** - Natural selection acts on existing heritable variation. If darker beetles are less visible and survive to reproduce more often, alleles associated with darker coloration can become more common over generations. Individual beetles do not intentionally change genes in response to predators, acquired soot is not inherited, and variation is not necessarily eliminated in one generation.
- 67. B** - A thematic map focuses on the spatial distribution of a particular variable, such as the percentage of land devoted to farming. Graduated shading lets readers compare that variable across counties. Physical maps emphasize landforms, political maps emphasize boundaries, and navigation maps emphasize routes. The mapped data theme is agricultural land use.
- 68. C** - Cultural diffusion is the spread of ideas, customs, foods, music, technologies, or other cultural traits between groups and places. Migration can be an important pathway for that exchange. Plate tectonics and erosion are physical Earth processes, while absolute isolation would prevent rather than promote the sharing of traditions across communities.
- 69. A** - Terracing reshapes slopes into steps that slow runoff, reduce soil loss, and create usable planting surfaces. It is a clear example of human-environment interaction and adaptation. It does not eliminate interaction, alter political boundaries to control weather, or change geographic latitude. People often modify landscapes to meet needs while responding to physical constraints.
- 70. C** - Scarcity forces choices because available resources cannot satisfy every desired use at once. Opportunity cost is the value of the next-best alternative that is forgone when a choice is made. Profit margin concerns business earnings, inflation is a general rise in prices, and specialization means concentrating on particular productive tasks or goods.
- 71. B** - Specialization can improve productivity when people concentrate on tasks in which they have skills, tools, or advantages, then exchange for other needs. It increases interdependence rather than self-sufficiency and usually encourages trade. Specialization does not create unlimited resources, so scarcity and the need to make choices still remain. The competing choices do not account for the evidence as well.
- 72. D** - When supply increases while demand remains stable, sellers are offering more of the good at each price, which tends to put downward pressure on market price. The exact change depends on market conditions, but the direction is generally lower. The alternatives ignore the relationship between supply, demand, and equilibrium price.
- 73. C** - Six percent of \$25 is $0.06 \times 25 = \$1.50$. Adding the tax to the original price gives \$26.50. The distractors treat 6% as six cents, use an incorrect tax amount, or add six whole dollars. Sales tax is calculated as a percentage of the taxable purchase price. The competing choices do not account for the evidence as well.
- 74. A** - The Constitution divides major governmental functions among legislative, executive, and judicial branches. Congress legislates, the executive implements laws, and courts interpret law in cases and controversies. Concentrating all powers in one branch contradicts separation of powers, while state governors and local school boards do not control the constitutional structure of the federal branches.
- 75. B** - Judicial review is the authority of courts to assess whether laws or government actions are consistent with the Constitution. It does not transfer budgeting, election administration, or legislative power to judges or juries. In the federal system, this role supports constitutional limits by allowing courts to resolve legal disputes involving the validity of government action.
- 76. D** - The Fourteenth Amendment's Equal Protection Clause limits state denial of equal protection of the laws and is centrally implicated by racial classifications. Patent rules, treaty powers, and the Origination Clause address different constitutional subjects. The stem concerns unequal legal treatment by a state, so equal protection is the most directly relevant principle.
- 77. B** - The Establishment Clause restricts government from establishing religion, while the Free Exercise Clause separately protects religious exercise. Requiring one faith, broadly prohibiting peaceful exercise, or imposing religious tests conflicts with constitutional protections rather than expressing them. The two religion clauses work together to limit government establishment while protecting individual religious liberty.
- 78. A** - Conflicting accounts are common in historical inquiry. Corroboration means comparing independent evidence while evaluating authorship, purpose, perspective, and proximity to events. Length and emotional force do not guarantee accuracy, and disagreement does not make evidence useless. Instead, differences can reveal perspective and guide questions about which claims other sources can confirm.
- 79. C** - Many New England communities developed maritime activities because the region had an Atlantic coastline, harbors, nearby fisheries, and timber that could support shipbuilding. The region did not have a tropical plantation climate or desert isolation from the ocean. Geography does not determine an economy completely, but it shapes available resources and transportation opportunities.
- 80. D** - The House of Burgesses, first convened in 1619, was a representative legislative assembly in Virginia and became an important example of colonial representative government. It was not the U.S. Supreme Court, a military organization, or a grant of universal suffrage. Its historical significance lies in elected colonial participation in lawmaking.
- 81. A** - Many ratification debates included demands for explicit protections of individual liberties and clearer limits on federal power. The first ten amendments became the Bill of Rights. They did not restore the Articles, create monarchy, or grant unlimited congressional power. Instead, they protect rights involving expression, religion, criminal procedure, and other areas.
- 82. D** - Francis Scott Key wrote the words after witnessing the British bombardment of Fort McHenry in 1814 and seeing the U.S. flag still flying. The poem later became the lyrics of The Star-Spangled Banner, which became the national anthem. The other songs are patriotic works, but they are not the composition associated with Fort McHenry.

- 83. B** - Expanding railroad networks linked farms, cities, factories, and ports, reducing transportation time and helping regional markets become more interconnected. Such a map can support study of industrialization, migration, and trade. It does not show long-distance exchange disappearing, cities ending, or factories being replaced by household production. Transportation infrastructure can reshape economic geography.
- 84. C** - The sources point to problems associated with rapid urbanization and industrialization, including housing and workplace conditions, as well as organizations seeking reform. Those are central Progressive Era concerns. Medieval feudalism, colonial consumption, and the later space race belong to different periods and cannot explain the early twentieth-century evidence described in the prompt.
- 85. A** - Wartime conservation campaigns sought civilian participation in supporting military and allied needs, making such posters evidence of home-front mobilization. The government communicated actively with civilians rather than ending communication, and conservation did not mean all farms stopped feeding civilians. The source shows how governments encouraged households to connect everyday choices with national wartime goals.
- 86. D** - Bank failures could destroy or freeze savings, restrict lending, and undermine confidence. Fear of additional failures could prompt withdrawals and worsen financial instability. Those effects reduced households' security and businesses' access to credit. The alternatives reverse the economic consequences by claiming failures raised income, expanded unlimited lending, or had no relationship to finance.
- 87. C** - Wartime mobilization expanded industrial production while many men entered military service, creating demand for additional workers. Women took on many factory and skilled industrial roles in greater numbers. The photograph therefore documents changing labor patterns, not a ban on women's employment, an end to military production, or a collapse in wartime industrial demand.
- 88. B** - NATO was created in 1949 as a collective-defense alliance linking the United States, Canada, and Western European members. Its treaty framework treated an armed attack against one member as a matter of common concern. It did not govern colonial America, replace the United Nations, or coordinate the defeated Axis powers during World War II.
- 89. B** - The March on Washington was a major civil-rights demonstration focused on racial equality, jobs, and freedom, and it included Martin Luther King Jr.'s famous speech. The march was not a Civil War battle, did not instantly end discrimination, and did not defend segregation. Its significance lies in mass peaceful advocacy and national visibility.
- 90. C** - The Little Rock Nine were Black students who enrolled at previously segregated Central High School in 1957 amid intense resistance, and federal action was used to enforce desegregation. They were not constitutional framers, astronauts, or early senators. Their experience illustrates the conflict between court-ordered school desegregation and organized resistance. The evidence in the scenario fits this social-studies concept best.
- 91. D** - Apollo 11 achieved the first crewed lunar landing, with astronauts walking on the Moon before the mission returned to Earth. Sputnik was a Soviet satellite launched earlier, no permanent human settlement exists on Mars, and robotic exploration continued after Apollo. The mission became a major milestone in the U.S.-Soviet space race.
- 92. A** - A strong historical investigation uses varied evidence that can reveal change over time from multiple angles. Maps show spatial change, census data show population patterns, photographs and business records document development, and oral histories add lived experience. One unsupported comment, unrelated fiction, or a current map alone cannot support a well-corroborated longitudinal explanation.
- 93. B** - Chronology can suggest a possible relationship, but temporal sequence alone does not prove causation. A stronger investigation looks for mechanisms and alternative explanations, such as employment records, migration patterns, and housing growth. Automatically equating correlation with causation is weak reasoning, while refusing all causal analysis or ignoring relevant evidence prevents meaningful historical interpretation.
- 94. A** - Civic decisions improve when officials consider multiple relevant forms of evidence, including costs, usage, safety, public input, and expected consequences. A single loud comment, an unverifiable rumor, or one official's preference gives an incomplete picture. Evaluating competing proposals requires evidence that represents both community needs and practical tradeoffs. The evidence in the scenario fits this social-studies concept best.
- 95. C** - Responsible civic participation can include researching an issue, identifying the decision-making body, gathering evidence, and communicating a reasoned request. Property damage, misinformation, and threats undermine lawful participation and public trust. Students can practice citizenship by using appropriate channels while supporting claims with observations, data, and awareness of governmental responsibility. The competing choices do not account for the evidence as well.
- 96. D** - A gubernatorial veto is an executive check on the legislative branch, illustrating checks and balances within state government. It does not turn all lawmaking into direct democracy, and judicial review is a judicial function rather than an executive veto. A constitutional veto power also differs fundamentally from hereditary monarchical control of legislation.
- 97. B** - Regional newspapers may emphasize different concerns, audiences, and consequences of the same event. Comparing them helps students evaluate perspective, context, and selective emphasis while corroborating factual claims. Memorizing one account, denying contextual influence, or focusing on typography does not develop the historical-source analysis needed to understand why accounts can differ.
- 98. A** - Purchasing power describes how much goods and services money can buy. If income is unchanged while many prices rise, the same amount of money purchases less, so purchasing power falls. Higher prices do not make a fixed income more valuable, and purchasing power is neither unaffected by prices nor capable of becoming unlimited.
- 99. D** - Comparative advantage depends on lower opportunity cost, not simply on producing the most in absolute terms. If one region sacrifices less cloth to produce extra wheat, wheat has the lower opportunity cost there. Specialization and trade can then benefit regions, but comparative advantage does not eliminate scarcity, opportunity cost, or all production of other goods.
- 100. C** - A claim is an interpretation or conclusion, while evidence consists of information used to justify it. Separating the author's conclusion from supporting quotations, data, or artifacts makes that relationship visible. Treating every sentence identically, counting paragraph length, or removing sources does not teach students how arguments are constructed from evidence.

Independent study simulation; not an official NBPTS examination.