

Arizona Educator Proficiency Assessments® (AEPA®)

FIELD 03: SOCIAL STUDIES TEST OBJECTIVES

Subarea	Range of Objectives	Approximate Test Proportions*
I. American History	1–7	23%
II. World History	8–14	23%
III. Civics and Government	15–19	16%
IV. Geography	20–24	16%
V. Economics	25–28	13%
VI. Social Studies Skills	29–31	10%

*May not add to 100% due to rounding.

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Effective after September 1, 2008

**Arizona Educator Proficiency Assessments® (AEPA®)
Subject Knowledge Test**

**Test Objectives
Field 03: Social Studies**

Subareas:

American History
World History
Civics and Government
Geography
Economics
Social Studies Skills

AMERICAN HISTORY

0001 Understand important features of early North American civilizations and major developments related to European exploration and colonization.

For example:

- describing the characteristics of Paleo-Indian cultures in North America (e.g., Clovis, Folsom, Plano)
- identifying major features of mound-building (e.g., Adena, Hopewell, Mississippian) and Southwestern (e.g., Mogollon, Hohokam, pre-Puebloan) cultures and analyzing how these cultures adapted to and altered their environments
- examining early interactions between indigenous peoples and Europeans (e.g., conversion attempts, trade, land disputes, spread of disease), exploring patterns of coexistence and conflict between indigenous peoples and Europeans, and analyzing the reciprocal impact resulting from European contact with indigenous peoples
- analyzing motivations for the European colonization of North America (e.g., national interest, religious freedom, desire for land, economic opportunity)
- identifying major features of French, Spanish, and Dutch settlements in North America and comparing the characteristics of Great Britain's New England, Middle, and Southern colonies (e.g., geography, economic activity, government, culture, religion, demographics)
- recognizing the contributions of key colonial figures (e.g., John Smith, William Penn, Roger Williams, Anne Hutchinson, James Oglethorpe) and assessing their impact on the development of colonial society

TEST OBJECTIVES
FIELD 03: SOCIAL STUDIES

0002 Understand major developments related to the movement toward American independence and the creation of a new nation from 1763 to 1803.

For example:

- analyzing the political, social, and economic origins of the movement for American independence
- evaluating developments leading to the American Revolution (e.g., the French and Indian War, the Tea Act, the Stamp Act, the Boston Massacre, the Intolerable Acts, the Declaration of Independence)
- recognizing the significance of major events of the Revolutionary War (e.g., the Battles of Lexington and Concord, Bunker Hill, Saratoga, Yorktown) and analyzing the impact of European involvement on the outcome of the war
- describing the role of key individuals (e.g., Benjamin Franklin, Thomas Jefferson, Patrick Henry, Thomas Paine, King George III) in the struggle for independence
- examining major developments in the evolution of the new republic (e.g., the presidential administration of George Washington, the rise of political parties, the economic policies of Alexander Hamilton, the presidential election of 1800, the Marshall Court)
- comparing the experiences and perspectives of diverse groups in the new nation (e.g., property owners, African Americans, women, indigenous peoples, groups of Spanish-speaking origin, indentured servants)

TEST OBJECTIVES
FIELD 03: SOCIAL STUDIES

0003 Understand major developments in U.S. history from the beginning of the nineteenth century through the Civil War and Reconstruction.

For example:

- analyzing key developments related to the territorial expansion and political transformation of the developing nation (e.g., the Louisiana Purchase, the War of 1812, Andrew Jackson's presidency, the settlement of Oregon, the Mexican Cession, the Gadsen Purchase)
- examining economic, geographic, religious, and ideological factors that influenced westward expansion and analyzing the impact of expansion on indigenous populations
- recognizing the effects of the Industrial Revolution (e.g., transportation improvements, the factory system, technological innovations) on the development of U.S. society before the Civil War
- examining the origins and goals of antebellum reform movements (e.g., temperance, women's rights, abolitionism) and assessing the roles and achievements of major reform leaders (e.g., Horace Mann, Dorothea Dix, Elizabeth Cady Stanton, Frederick Douglass, William Lloyd Garrison)
- analyzing major economic, social, and political causes of the Civil War (e.g., differences between the North, South, and West; extension of slavery into the territories; the role of abolitionists; the presidential election of 1860)
- demonstrating an understanding of important factors that influenced the outcome of the Civil War (e.g., resources and technology, key battles and strategic decisions, the conduct of military and civilian leaders, the effect of the Emancipation Proclamation)
- evaluating the economic impact of the Civil War, analyzing the effects of the war on military forces and civilian populations, and recognizing the contributions of women and African Americans to the war effort
- recognizing the major developments and events of Reconstruction (e.g., various plans for reconstruction of the South; conflicts between Andrew Johnson and Congress; the ratification of the Thirteenth, Fourteenth, and Fifteenth Amendments; the rise of the Ku Klux Klan; Black Codes; the Compromise of 1877) and assessing their immediate and long-term effects on U.S. society (e.g., Jim Crow laws)

TEST OBJECTIVES
FIELD 03: SOCIAL STUDIES

0004 Understand major developments in U.S. history from 1876 to 1920.

For example:

- demonstrating knowledge of the causes and effects of immigration to the United States during the nineteenth and early twentieth centuries and analyzing the impact of immigration on U.S. economic, social, and political life
- analyzing the industrialization of the U.S. economy after the Civil War and assessing the effects of industrialization on U.S. society (e.g., mass production, the urbanization of American life, the emergence of monopolies and trusts, the growth of the national transportation network, technological innovation, laissez-faire economics, Social Darwinism)
- examining westward expansion after the Civil War, including the construction of transcontinental railroads; analyzing the growth of ranching, mining, and farming operations in western territories; and evaluating the immediate impact and lasting effects of U.S. military operations against the indigenous peoples (e.g., the Indian Wars, Battle of the Little Bighorn, Wounded Knee)
- demonstrating an understanding of the goals and evolution of the labor, Populist, and Progressive movements and examining major developments related to civil rights in the late nineteenth and early twentieth centuries (e.g., women's suffrage, the Dawes Act, *Plessy v. Ferguson*)
- analyzing the growth of U.S. imperialism during the late nineteenth and early twentieth centuries (e.g., theories of racial and cultural supremacy, the desire for military strength, the protection and expansion of markets) and examining the expanding role of the United States in world affairs (e.g., the Spanish-American War, the occupation of the Philippines, the construction of the Panama Canal, the Open Door Policy, the annexation of Hawaii)
- demonstrating an understanding of major developments in Arizona history leading to statehood (e.g., territorial status, mining, the constitutional convention)
- considering the U.S. decision to enter World War I (e.g., the movement away from isolationism, the sinking of the *Lusitania*, the Zimmermann Telegram) and analyzing the impact of the war on U.S. attitudes, politics, and perspectives (e.g., anti-German agitation, the passing of the Selective Service Act, wartime propaganda, the migration of African Americans to the North, the failure to ratify the Treaty of Versailles)

TEST OBJECTIVES
FIELD 03: SOCIAL STUDIES

0005 Understand major developments in U.S. history related to the 1920s, the Great Depression, and World War II.

For example:

- demonstrating an understanding of major political and economic developments of the 1920s (e.g., the Red Scare, immigration restriction, Prohibition, mass production, consumerism) and evaluating the impact of technological innovation on U.S. society (e.g., automobiles, radios, motion pictures)
- analyzing social and cultural responses to postwar prosperity (e.g., new opportunities for women, the Jazz Age, the Harlem Renaissance, the Lost Generation)
- analyzing the economic and political policies that led to the Great Depression, examining the effects of natural and man-made crises of the 1930s (e.g., unemployment, the Dust Bowl), and assessing the impact of the Great Depression on U.S. society (e.g., fragmentation of families, business failures, changing expectations of government)
- identifying major New Deal programs (e.g., the WPA, the CCC, the TVA, farm subsidies, Social Security) and analyzing their impact on business, labor, agriculture, politics, and society in the United States
- recognizing how the United States moved from isolationism to involvement in World War II and examining the role of the United States in major events and key turning points of the war (e.g., Pearl Harbor, the battles of the Pacific, D-Day, the development and use of the atomic bomb)
- analyzing the impact of World War II on U.S. society (e.g., economic recovery from the Great Depression, transformations in the roles of women and minorities, the internment of Japanese Americans)
- recognizing Arizona's role in the U.S. war effort (e.g., the Native American Code Talkers, Ira Hayes, mining, training bases, POW and internment camps)
- examining the roles played by important individuals in World War II (e.g., Franklin D. Roosevelt, Dwight Eisenhower, Harry Truman, Eleanor Roosevelt) and assessing their influence on U.S. military, political, and domestic affairs during the war

TEST OBJECTIVES
FIELD 03: SOCIAL STUDIES

0006 Understand major developments in U.S. history from 1945 to the 1970s.

For example:

- analyzing the origins of the Cold War (e.g., western fear of Communist expansion, Soviet fear of capitalist influences, the development of nuclear weapons, the Truman Doctrine) and demonstrating knowledge of major confrontations between the United States and the Soviet Union (e.g., the Berlin Airlift, the U-2 Incident, the Cuban Missile Crisis)
- evaluating the political, economic, and military strategies used by the United States (e.g., the creation of NATO, the Marshall Plan, the Korean War, the Bay of Pigs Invasion) to contain communism in Europe, Asia, and Latin America
- analyzing the effects of the Cold War on U.S. politics and society (e.g., McCarthyism, the creation of the Central Intelligence Agency, the space race, the emergence of the military-industrial complex)
- examining the economic and social transformation of the United States after World War II (e.g., postwar prosperity, the baby boom, the growth of the suburbs, the G.I. Bill and the expansion of higher education) and assessing the influence of popular culture and mass media on U.S. attitudes, values, and beliefs (e.g., conformity vs. counterculture)
- analyzing U.S. involvement in the Vietnam Conflict (e.g., the Domino Theory, the Gulf of Tonkin Resolution, the Tet Offensive), examining the effects of the war on U.S. combatants and civilians, and assessing the impact of Vietnam on U.S. social, economic, and political life (e.g., the antiwar movement, inflation, the collapse of the Johnson presidency, the War Powers Act)
- recognizing major issues and events of the civil rights movements (e.g., legal efforts to overturn segregation, nonviolent protests, Civil Rights Act of 1964, Voting Rights Act of 1965) and analyzing the immediate and long-term effects of the civil rights movements on U.S. society
- examining major social and political movements of the second half of the twentieth century (e.g., the youth movement, the struggle for women's rights, the organization of migrant farmworkers, the environmental movement) and analyzing the role of the Supreme Court in the redefinition of U.S. civil rights and civil liberties
- examining the roles played by important individuals during the second half of the twentieth century (e.g., Dr. Martin Luther King, Betty Friedan, Cesar Chavez) and assessing their influence on U.S. society

TEST OBJECTIVES
FIELD 03: SOCIAL STUDIES

0007 Understand major developments in U.S. history from the 1970s to the present.

For example:

- demonstrating an understanding of major developments in the U.S. economy (e.g., deindustrialization, the decline of organized labor, the oil embargo, the North American Free Trade Agreement [NAFTA], economic globalization)
- analyzing major political events and developments of the late twentieth and early twenty-first centuries (e.g., the Watergate scandal, the pardoning of Richard Nixon, the rise of the conservative movement, the impeachment of William Clinton) and assessing how these developments affected, and continue to affect, the United States
- examining U.S. foreign policy since 1970, recognizing important initiatives and events that shaped U.S. relations with other nations (e.g., the opening of foreign relations with China, the Camp David Accords, the Iran Hostage Crisis, Star Wars Missile Defense, the collapse of the Soviet Union, the Persian Gulf War), and analyzing the evolving role of the United States in world affairs
- identifying shifting patterns of immigration to the United States during the late twentieth century, analyzing the changing demographic profile of the U.S. population, and evaluating the impact of these changes on U.S. society and politics
- recognizing major technological advances that have shaped contemporary U.S. society (e.g., mobile telephones, personal computers, the Internet) and assessing their impact on culture, communications, and industry in the United States
- analyzing U.S. reactions to the terrorist attacks of September 11, 2001, and examining U.S. involvement in Afghanistan and Iraq

TEST OBJECTIVES
FIELD 03: SOCIAL STUDIES

WORLD HISTORY

0008 Understand the development of early world civilizations.

For example:

- examining the development of early prehistoric people, their agriculture, and their settlements
- analyzing the emergence of major river valley civilizations of the ancient world (e.g., Egypt, Mesopotamia, India, China) and comparing the political organization, economic activities, technological advances, and cultural development of ancient Mediterranean and Asian societies
- demonstrating an understanding of the development and historical significance of Hinduism, Judaism, Buddhism, Christianity, and Islam
- recognizing major political, scientific, and cultural achievements of ancient Chinese civilization (e.g., concepts of government and citizenship, technological accomplishments, advances in philosophy and the arts) and assessing their impact on China and on other civilizations
- examining the development of democracy in ancient Athens, comparing Athenian and Spartan society, and analyzing the role of trade and conquest in Greek civilization
- demonstrating knowledge of the contributions of Greek artists, writers, philosophers, and scientists and examining the diffusion of Hellenistic culture in the Mediterranean world
- identifying fundamental features of Roman politics and society; recognizing Roman contributions in the arts, literature, government, science, and philosophy; and analyzing the expansion and decline of the Roman Empire

TEST OBJECTIVES
FIELD 03: SOCIAL STUDIES

0009 Understand major developments and influences of the medieval period.

For example:

- describing the origin and major features of Byzantine civilization (e.g., multicultural population, Eastern Orthodox religion) and recognizing Byzantine influences on Russia and eastern Europe
- demonstrating an understanding of the development and expansion of the Arab empires, examining Islamic traditions and beliefs, and recognizing Muslim contributions to world civilization
- describing central concepts and basic components of medieval Europe (e.g., feudalism, the role of the Roman Catholic Church in medieval society) and comparing the feudal systems of Europe and Japan
- identifying major civilizations of the Americas and analyzing the rise and fall of the Mayan, Aztec, and Incan/Inkan empires
- examining key factors (e.g., religious influences, the mining of gold and salt, the Silk Road, the role of trade and commerce) related to the development of medieval kingdoms in Asia and Africa (e.g., Mali, Ottoman Empire, Han Dynasty)
- analyzing the reasons for and consequences of interactions between Europe and Asia (e.g., commerce and trade, the Crusades, intellectual exchanges)
- examining the economic and political foundations of the Renaissance (e.g., increased trade, the rise of Italian city-states), evaluating the Renaissance as a time of renewal and advancement in Europe (e.g., the rediscovery of Greek and Roman ideas, humanism, a scientific approach to the natural world, innovations in the arts and sciences), and identifying the accomplishments of major Renaissance figures (e.g., Leonardo da Vinci, Michelangelo, William Shakespeare)
- demonstrating an understanding of the theological and political issues that led to the division of the Christian church in Europe and explaining how the ideas of the Protestant Reformation (e.g., secular authority, individualism, literacy, the use of vernacular languages) and the Catholic Reformation influenced the development of European civilization

TEST OBJECTIVES
FIELD 03: SOCIAL STUDIES

0010 Understand major developments in world history during the era of European expansion.

For example:

- demonstrating knowledge of the political, economic, religious, and technological factors encouraging European expansion (e.g., demands for luxury goods, international rivalries, advances in navigational technologies)
- analyzing the competition for resources among colonial powers, identifying colonial empires established by European nations, and comparing the administration and exploitation of European colonial possessions
- explaining the concept of mercantilism and examining the growth of global economics and market systems
- analyzing interactions resulting from early European exploration (e.g., the expansion of commerce, the spread of Christianity, the exchange of agricultural products and practices, the impact of disease) and assessing the effects of European colonization on Africa, Asia, and the Americas
- demonstrating an understanding of the international slave trade and analyzing the impact of slavery on Africa and the Americas

TEST OBJECTIVES
FIELD 03: SOCIAL STUDIES

0011 Understand major developments in Western societies during the Age of Revolutions.

For example:

- explaining how the ideas and discoveries of the Scientific Revolution (e.g., heliocentrism, the Scientific Method, Newton's laws) changed the way people understood the world
- comparing the development of representative, limited government in England with the development and continuation of absolute monarchies in other European nations during the seventeenth and early eighteenth centuries (e.g., the governments of Louis XIV and Peter the Great)
- examining the ideas of Enlightenment philosophers (e.g., François-Marie Arouet [Voltaire], Jean-Jacques Rousseau, John Locke) and analyzing how those ideas influenced political thought and encouraged social change
- analyzing the origins, key developments, and major consequences of the French Revolution (e.g., the overthrow of the monarchy, the dissolution of feudal rights, the separation of church and state, the Reign of Terror) and assessing the impact of Napoleon Bonaparte on European history (e.g., the spread of nationalism in Europe, the Congress of Vienna, the Age of Metternich)
- examining the spread of democratic ideals beyond Europe and the United States and comparing the causes and consequences of revolutionary and independence movements in Latin America (e.g., Haiti, Venezuela, Mexico, Brazil)
- identifying the social, political, and economic preconditions for the Industrial Revolution in Western societies and examining the unequal spread of industrialization to other countries
- analyzing the effects of the Industrial Revolution on Western societies (e.g., the factory system, the growth of cities, the rise of the middle class, the separation of home and work, labor issues, the momentum of technological advances) and evaluating the economic ideas, social movements, and political philosophies produced by the industrial experience (e.g., industrial capitalism, utopianism, factory legislation, trade unionism, anarchism, socialism)

TEST OBJECTIVES
FIELD 03: SOCIAL STUDIES

0012 Understand the impact of nationalism and imperialism on world history through World War I.

For example:

- analyzing the role of nationalism in the formation of new nations and empires (e.g., Germany, Italy, Japan)
- examining the motives and rationales for imperialism (e.g., the need for consumers and raw materials, the desire to dominate markets, national prestige and military advantage, Social Darwinism, the spread of European culture and religion)
- describing the division of the world into colonial empires and spheres of interest and tracing the development of the British Empire
- assessing the effects of European and U.S. imperialism on Asia, Africa, and the Middle East (e.g., artificially drawn boundaries, one-crop economies, economic dependence, population relocation, cultural suppression)
- analyzing the responses of people under colonial rule to foreign military, economic, political, and cultural domination (e.g., the Boxer Rebellion, the Sepoy Rebellion, the Zulu Wars)
- recognizing Japanese responses to European and U.S. imperialism and examining how industrialization in Japan led to its rise as a world power
- examining the causes of World War I (e.g., nationalism, imperialism, militarism, the formation of alliances, the rise of ethnic and ideological conflicts) and demonstrating an understanding of factors influencing the course of the war (e.g., trench warfare, mechanized weapons, U.S. involvement)
- analyzing important outcomes of World War I (e.g., the Russian Revolution, the Treaty of Versailles, the redrawing of political boundaries, the imposition of war reparations, the continuation of colonial systems)

TEST OBJECTIVES
FIELD 03: SOCIAL STUDIES

0013 Understand major developments in world history from 1920 to 1950.

For example:

- demonstrating an understanding of important international political, economic, and social developments after World War I (e.g., the formation of the League of Nations; the advent of mass production and communications; the decline of European hegemony and the growth of nationalism in Asia, Africa, and the Middle East; economic collapse and the onset of the Great Depression)
- analyzing the rise of totalitarianism after World War I and comparing totalitarian regimes in Italy, Germany, Japan, and the Soviet Union
- examining major causes of World War II (e.g., resentment over provisions of post–World War I treaties, the growth of the Japanese Empire, the political ideologies of fascism and Nazism)
- identifying key military operations and developments in Europe and the Pacific during World War II, analyzing Axis and Allied military strategies and practices (e.g., the Nazi-Soviet Nonaggression Pact of 1939, blitzkrieg, air warfare, treatment of civilian populations), and recognizing the significance of major events leading to Allied victory (e.g., the Battle of Stalingrad, the D-Day invasion, the Battle of the Bulge, the Japanese defeats at Iwo Jima and Okinawa, the atomic bombing of Hiroshima and Nagasaki)
- examining the historical, ideological, and economic causes of the Holocaust and analyzing the role of racism and intolerance in the Nazi effort to eliminate minority ethnic and religious populations in Europe
- recognizing major events and developments in the aftermath of World War II (e.g., the creation of the United Nations, the creation of the state of Israel, the Nuremberg Trials, the redrawing of political boundaries in Europe and Asia)
- analyzing the economic and political reconstruction of western Europe and comparing the rebuilding of Japan and Germany after World War II

TEST OBJECTIVES
FIELD 03: SOCIAL STUDIES

0014 Understand major developments in world history from 1950 to the present.

For example:

- examining the spread of Communism after World War II (e.g., Mao Tse-tung and the Chinese Revolution, the partition of the Korean peninsula, Fidel Castro and the Cuban Revolution, Ho Chi Minh and the division of Vietnam)
- analyzing the global rivalry produced by the Cold War (e.g., the emergence of world superpowers, the creation of the Iron Curtain, the arms and space races, competition for influence in the developing world, interventions in national and regional conflicts)
- analyzing the decolonization and partition of India and comparing independence movements in the emerging nations of Africa, Asia, Latin America, and the Middle East
- examining the collapse of state communism and the unification of Europe (e.g., glasnost and perestroika, the breakup of the Soviet Union, German reunification, the formation of the European Union)
- recognizing global challenges to democracy and human rights (e.g., totalitarian and authoritarian regimes, religious intolerance, ethnic cleansing, genocide) and examining democratic movements around the world (e.g., the South African antiapartheid movement, the Polish Solidarity movement, the Tiananmen Square protests)
- demonstrating an understanding of the origins and ideology of international terrorism during the twentieth and early twenty-first centuries (e.g., nationalism, cultural imperialism, religious and ethnic conflicts, economic and social inequities) and recognizing the effects of terrorism on the modern world (e.g., political instability, threats to world energy supplies, disruption of financial markets)
- analyzing the development of political interdependence during the second half of the twentieth century (e.g., the growth of international government and nongovernmental organizations)

TEST OBJECTIVES
FIELD 03: SOCIAL STUDIES

CIVICS AND GOVERNMENT

0015 Understand the foundations of government in the United States.

For example:

- examining ancient Greek and Roman contributions to the development of democratic government in the United States (e.g., the Greek concept of direct democracy, the principles of the Roman Republic)
- recognizing the English roots of the democratic principles on which government in the United States is based (e.g., Magna Carta, the English Bill of Rights, representative assemblies)
- demonstrating an understanding of the philosophical works and traditions that influenced the development of government in the United States (e.g., moral and ethical ideals from the Judeo-Christian tradition, John Locke and social contract theory, Charles de Montesquieu and the principle of the separation of powers)
- analyzing the fundamental principles and ideals associated with major documents in U.S. history (e.g., the Mayflower Compact, the Albany Plan of Union, the Declaration of Independence, *The Federalist Papers*, the Bill of Rights, the Emancipation Proclamation)
- analyzing the strengths and weaknesses of the Articles of Confederation and evaluating the compromises reached at the Constitutional Convention of 1787
- examining the argument between the Federalists and Anti-Federalists over the ratification of the Constitution and assessing the influence of the Bill of Rights on the development of government in the United States

TEST OBJECTIVES
FIELD 03: SOCIAL STUDIES

0016 Understand the structure of government in the United States.

For example:

- defining and applying fundamental principles contained in the U.S. Constitution (e.g., popular sovereignty, federalism, separation of powers, checks and balances, constitutional supremacy, limited government)
- examining the concept of federalism and recognizing the division of powers between the national government, the state governments, and the people of the United States
- demonstrating an understanding of the structure, powers, and roles of the legislative, executive, and judicial branches of the U. S. government and identifying other forms of government under U.S. federal auspices (e.g., protectorates, territories, federal districts)
- analyzing the significance of major U.S. Supreme Court decisions (e.g., *Marbury v. Madison*, *McCulloch v. Maryland*, *Gibbons v. Ogden*) that established the powers and limitations of the federal government
- recognizing the structure, powers, and organization of the Arizona state government (e.g., the structure and operation of the Arizona legislature; the roles of major state executive officials; the initiative, referendum, and recall processes; the appointment and election of judges; supervision of elections) and comparing the operation of the federal and Arizona governments
- demonstrating an understanding of the forms, structure, powers, and roles of local governments (e.g., county governments, special districts, municipal governments)
- analyzing the sovereignty of tribal governments and their relationship to state and federal governments (e.g., jurisdiction, land use, water and mineral rights, gaming pacts)

TEST OBJECTIVES
FIELD 03: SOCIAL STUDIES

0017 Understand the functions of government in the United States.

For example:

- identifying the functions of government as defined in the preamble to the U.S. Constitution
- examining how the U.S. Constitution guarantees due process of law through constitutional mandates (e.g., the right of habeas corpus, the prohibition of ex post facto laws and bills of attainder) and amendments (e.g., protecting citizens against unreasonable searches and seizures, self-incrimination, and excessive bail; ensuring the right to an impartial jury and equal protection of the laws)
- demonstrating an understanding of the various sources of revenue (e.g., income taxes, excise taxes, property taxes, sales taxes) that fund national, state, and local government in the United States
- describing the process by which a bill becomes law and comparing how that process operates at the federal, state, and local levels
- recognizing the regulatory functions of government and analyzing government regulatory policies (e.g., consumer protection, the environment, health, labor, transportation, communication)
- describing the purpose and use of executive orders and examining the application of a variety of executive orders issued by current and former presidents (e.g., to intern individuals in time of war, to establish executive offices, to end racial segregation in the armed forces, to protect public land)
- analyzing the factors and processes that determine major domestic policies (e.g., Social Security, education, health care, environmental protection)

TEST OBJECTIVES
FIELD 03: SOCIAL STUDIES

0018 Understand the U.S. electoral process and the rights, responsibilities, and roles of citizenship.

For example:

- recognizing major components of the electoral process in the United States (e.g., redistricting, caucuses, primary elections, party conventions, voter registration, the electoral college) and examining controversial U.S. presidential elections (e.g., Adams-Jackson, Hayes-Tilden, Bush-Gore)
- analyzing the role of political parties, interest groups, and the media in the political process and evaluating the influence of campaign spending, advertising, and public opinion polls on U.S. elections
- analyzing the basic rights and freedoms guaranteed by the Bill of Rights and later amendments to the U.S. Constitution and analyzing conflicts that arise between those rights (e.g., majority rule and individual liberty, the right to a fair trial and freedom of the press)
- analyzing how legislative acts, judicial decisions, and social movements (e.g., Jim Crow laws, the Civil Rights Act of 1964, the Indian Civil Rights Act of 1968, the Americans with Disabilities Act, *Dred Scott v. Sanford*, the Scopes Trial, *Brown v. Board of Education*, *Gideon v. Wainwright*, the United Farm Workers, the women's rights movement) have diminished or expanded the civil rights and civil liberties of individuals and groups in the United States
- defining citizenship according to the Fourteenth Amendment and examining the basic political and social responsibilities of U.S. citizenship (e.g., voting, serving on juries, paying taxes, registering with the Selective Service, upholding the Constitution)
- identifying the skills and knowledge needed for effective participation in U.S. political life (e.g., analyzing public issues, evaluating candidates for public office, public speaking, petitioning public officials, protesting government policies or actions) and recognizing the individual traits essential for the success of democratic society (e.g., tolerance, fairness, civic involvement, community service, respect for majority opinion and minority rights)

TEST OBJECTIVES
FIELD 03: SOCIAL STUDIES

0019 Understand systems of government, international relations, and U.S. foreign policy.

For example:

- defining and comparing historical and contemporary political ideologies (e.g., socialism, Communism, fascism, libertarianism, anarchism)
- comparing the characteristics and features of the U.S. political system with other types of government (e.g., monarchy, dictatorship, theocracy, oligarchy)
- analyzing similarities and differences between parliamentary and presidential systems
- identifying the structure and functions of the United Nations and assessing its impact on world affairs
- recognizing the goals and functions of international governmental and nongovernmental agencies (e.g., the international Red Cross and Red Crescent organizations, NATO, the European Union) and analyzing factors that extend and restrain their ability to influence regional and global affairs
- examining how governments conduct international relations and reach agreement through negotiations (e.g., the Treaty of Versailles, the Geneva Conventions, the Strategic Arms Limitation Talks)
- analyzing the cultural and ideological influences that have shaped U.S. foreign policy (e.g., isolationism vs. internationalism) and demonstrating knowledge of major U.S. foreign policy initiatives (e.g., the Monroe Doctrine and the Roosevelt Corollary, the containment of Communism, the pursuit of détente with China and the Soviet Union)
- demonstrating an understanding of the process by which U.S. foreign policy is made, describing the foreign policy tools available to U.S. presidents (e.g., persuasion, economic sanctions, the threat of military force), and analyzing the influence of various factors and competing interests (e.g., trade, human rights, international terrorism, domestic politics) on contemporary U.S. foreign policies

TEST OBJECTIVES
FIELD 03: SOCIAL STUDIES

GEOGRAPHY

0020 Understand the world in spatial terms.

For example:

- identifying and comparing the purposes and characteristics of maps and globes and demonstrating knowledge of the advantages and disadvantages of a variety of map projections
- defining and applying basic cartographic concepts (e.g., latitude and longitude, relative vs. absolute location, direction, elevation, scale)
- recognizing the characteristics and uses of different geographic tools (e.g., aerial photographs, satellite images, atlases, geographic information systems) and analyzing how geographic knowledge, skills, and perspectives are used to address human problems (e.g., locating businesses, urban planning, reapportioning of political districts)
- interpreting information from a variety of maps (e.g., political, physical, relief), images, charts, and databases containing geographic data
- using maps and other graphic representations to analyze geographic problems and changes over time
- locating physical features (e.g., continents, bodies of water, landforms, mountain ranges, climate zones) of the United States and world regions on a variety of maps
- locating diverse human features (e.g., cities, countries, canals) of the United States and world regions on a variety of maps

TEST OBJECTIVES
FIELD 03: SOCIAL STUDIES

0021 Understand places and regions.

For example:

- defining and applying the concept of region and identifying historical and contemporary regions using a variety of physical and human criteria (e.g., climate, terrain, resources, religion, political organization, agricultural and industrial production)
- recognizing factors (e.g., demographics, political systems, economic systems, resources, culture) that contribute to variations between developing and developed regions
- analyzing how regions and places change over time (e.g., the U.S./ Mexico border, Europe from World War I to the development of the European Union, Africa from the precolonial to the postcolonial period)
- examining relationships and interactions within and among regions (e.g., the exchange of agricultural products for manufactured goods between China and Latin America, conflicts between different nations and groups in the Middle East, the formation of NATO)
- analyzing different ways (e.g., political, religious, economic, demographic, historical) in which people perceive places and regions; recognizing how images, advertising, and the media influence the perception of a given place or region; and examining how perceptions of places and regions change over time and affect the choices of people and institutions
- demonstrating an understanding of how the geographic characteristics of a place affect economic and cultural development

TEST OBJECTIVES
FIELD 03: SOCIAL STUDIES

0022 Understand physical systems.

For example:

- describing the basic properties of earth materials (e.g., rocks, fossils, layers of earth) and demonstrating an understanding of how change over time is estimated
- analyzing ways in which internal processes (e.g., earthquakes, volcanic activity, tectonic movement, folding, faulting) and external processes (e.g., geochemical, water and carbon cycles, erosion, deposition) shape the physical features of the earth and influence the formation and location of resources
- demonstrating knowledge of the principal elements of climate (e.g., temperature, precipitation, prevailing wind flows), identifying global climatic patterns, and recognizing how weather and climate (e.g., the effect of heat transfer, the earth's rotation, severe weather systems) influence the character of places and regions
- examining how hydrology (e.g., water quality, reclamation, conservation, and availability) influences the geography of places and regions
- describing the characteristics of major ecosystems (e.g., rain forests, deserts, deciduous forests, tundra, grassland), identifying their spatial distribution on the earth's surface, and analyzing relationships in the environment (e.g., food chains, food webs, carrying capacity, problems associated with population growth) that affect living organisms
- recognizing relationships between the earth and other objects in the solar system and examining how those relationships affect natural processes on earth

TEST OBJECTIVES
FIELD 03: SOCIAL STUDIES

0023 Understand human systems.

For example:

- identifying major cultures associated with different world regions, comparing characteristics of various cultures (e.g., language, clothing, habitation, ethnic homogeneity or diversity, religions, food, patterns of livelihood, art and literature), and analyzing why cultural patterns have persisted or been modified over time
- recognizing the purposes of human settlements; analyzing how social, physical, and economic resources influence where human populations are located; and examining the development, growth, and changing nature of cities over time
- recognizing push and pull factors that contribute to human migrations and analyzing the effects (e.g., economic, environmental, cultural, political) of human migrations on places of origin and destination
- recognizing how aspects of culture related to beliefs and understandings (e.g., literacy, occupations, clothing, property rights) influence the economic, social, and political activities of men and women
- analyzing factors (e.g., availability of transportation, access to raw materials, labor supply, technological innovations) that affect the location, distribution, and interrelationships of economic activities in different places and regions
- analyzing the demographic structure of places and regions in terms of birth and death rates, doubling time, average life expectancy, carrying capacity, and population growth rates
- describing the process of cultural diffusion and examining how ideas, customs, and innovations are spread from one culture to another (e.g., religion, language, political philosophy, technological advances, higher education, economic principles)
- examining how cooperation and conflict between human groups and regions influences the development of political, economic, and social systems

TEST OBJECTIVES
FIELD 03: SOCIAL STUDIES

0024 Understand interactions between the environment and human societies.

For example:

- demonstrating an understanding of how the earth's natural systems (e.g., river valleys, ocean currents, climate) facilitate human settlement and activity
- recognizing why humans modify environments, analyzing the effects of human activities and technologies on the environment (e.g., dams, conservation initiatives, irrigation, overgrazing), and considering how modifications in one place can lead to changes in other locations (e.g., deforestation, desertification, acid rain, climate change)
- analyzing ways in which human population growth and changes in the natural environment (e.g., major droughts, warm and cold periods, volcanic eruptions, El Niño events, pollution) can increase or diminish the capacity of environments to support human activities and comparing the ways different groups create and modify the same environment
- analyzing how human activities affect the diversity and productivity of ecosystems (e.g., by introducing nonnative plants and animals into an environment)
- recognizing how a change in a single environmental factor (e.g., the extinction of a species, a volcanic eruption) can affect an entire ecosystem
- recognizing changing viewpoints on the best use of natural resources (e.g., the value of oil, water usage, forest management) and analyzing different policies and programs for resource use and management (e.g., the trade-off between environmental quality and economic growth)
- demonstrating an understanding of how natural hazards (e.g., hurricanes, droughts, earthquakes) impact human communities and evaluating how societies and governments plan for and respond to natural disasters (e.g., warning systems, evacuation routes, changing farming techniques)
- analyzing how geographic and environmental factors influenced historical events and movements (e.g., the migration of families from the Dust Bowl, the growth of the Sunbelt)

TEST OBJECTIVES
FIELD 03: SOCIAL STUDIES

ECONOMICS

0025 Understand the foundations of economics.

For example:

- defining basic economic concepts (e.g., scarcity, opportunity cost, incentives, specialization)
- demonstrating an understanding of how limited resources and unlimited human wants influence economic decisions at the individual, national, and international levels
- identifying the factors of production (e.g., natural, human, and capital resources; entrepreneurship; technology) and examining how they are combined to produce goods and services
- analyzing production possibilities curves to identify opportunity costs and trade-offs
- demonstrating an understanding of how marginal analysis is used by producers, consumers, savers, and investors
- examining the principles of a market economy as defined by Adam Smith
- examining the characteristics of the mixed-market economy of the United States (e.g., property rights, profit motive, consumer sovereignty, competition, government regulation, self-interest) and analyzing how individuals, governments, and businesses make choices based on the availability of resources
- evaluating the economic implications of current events from a variety of sources and interpreting economic information using charts, tables, graphs, equations, and diagrams

TEST OBJECTIVES
FIELD 03: SOCIAL STUDIES

0026 Understand basic microeconomic and macroeconomic principles.

For example:

- recognizing the functions of and relationships among various economic institutions and groups (e.g., business firms, banks, security markets, government agencies, labor unions, corporations) and examining the interdependence of households, firms, and government in the circular-flow model of economic activity
- describing the role of entrepreneurs in a market economy and recognizing how profit is an incentive that encourages entrepreneurs to accept risks
- explaining how investment in human capital (e.g., health, education, job training) and physical capital (e.g., factories, machinery, new technology) leads to economic growth
- examining how the laws of supply and demand, prices, and different competitive models (e.g., monopolies, oligopolies) function in a market economy and analyzing graphs that demonstrate changes in supply and demand
- evaluating the effects of inflation and deflation on different groups (e.g., borrowers, lenders, individuals with fixed incomes) and recognizing the economic and noneconomic consequences of unemployment
- identifying the functions of the Federal Reserve System and assessing the impact of monetary policies on unemployment, inflation, and economic growth
- recognizing how government actions and initiatives (e.g., spending and investment, subsidies, taxation, regulation, economic recovery) impact different economic groups and analyzing how changes in fiscal policy affect economic activity

TEST OBJECTIVES
FIELD 03: SOCIAL STUDIES

0027 Understand global economics.

For example:

- comparing major characteristics, benefits, and costs of market, command, and mixed economic systems
- defining the concept of comparative advantage and demonstrating an understanding of how comparative advantage is related to economic specialization and world trade
- identifying economic connections among different regions, including changing alignments in world trade partners, and analyzing the role of the U.S. government in influencing international commerce
- evaluating the impact of protectionism and trade restrictions (e.g., tariffs, quotas) on international trade and a nation's standard of living
- recognizing how exchange rates work and examining how the concepts of balance of trade and balance of payments are used to measure international trade
- analyzing factors that influence major world patterns of economic activity, including the differing costs of production between developed and developing countries
- describing the main functions of international economic agencies (e.g., the World Bank, the International Monetary Fund, the World Trade Organization) and analyzing the economic effects of major trade agreements (e.g., the North American Free Trade Agreement [NAFTA])
- evaluating the social, economic, and political effects of globalization

TEST OBJECTIVES
FIELD 03: SOCIAL STUDIES

0028 Understand the principles of personal finance.

For example:

- recognizing how education, career choices, and family obligations affect future income
- analyzing ways in which scarcity influences personal financial choices (e.g., buying on margin, budgeting, saving, investing, spending)
- assessing the impact of advertising on consumer choices and analyzing the techniques used by advertisers to influence consumer decisions
- applying the principles of budgeting and examining the benefits of financial planning
- describing various forms of credit (e.g., personal loans, credit cards, lines of credit, mortgages, auto loans), recognizing the advantages and disadvantages of using credit, and examining factors that determine an individual's credit history
- identifying various saving and investment options available to individuals (e.g., savings accounts, stocks, bonds, mutual funds); recognizing how these options differ in terms of risk, return, and liquidity; and demonstrating an understanding of the role of the stock market in personal investing

TEST OBJECTIVES
FIELD 03: SOCIAL STUDIES

SOCIAL STUDIES SKILLS

0029 Apply important terms, concepts, and perspectives used in history and the social sciences.

For example:

- recognizing basic social science terms and concepts (e.g., interdependence, nation-state, culture, globalization) and using them to analyze a variety of social science issues and phenomena
- placing historical events in chronological order and grouping events and developments into broadly defined historical eras
- distinguishing among dating methods that yield calendar ages (e.g., dendrochronology), numerical ages (e.g., radiocarbon), correlated ages (e.g., volcanic ash), and relative ages (e.g., geologic time)
- analyzing cause-and-effect relationships; recognizing the difference between correlations and cause-and-effect relationships; and recognizing how individuals, institutions, and societies change over time
- applying social science knowledge, skills, and perspectives to analyze current social, political, geographic, and economic issues
- demonstrating an understanding of the ways in which social scientists use concepts and theories from diverse disciplines

0030 Understand the skills and methods used in social science research.

For example:

- recognizing the characteristics and applications of basic reference tools (e.g., the Internet, almanacs, atlases) for a variety of social science research tasks
- demonstrating an understanding of the uses and limitations of a wide variety of social science source materials (e.g., oral histories, newspapers, diaries, artifacts, government documents, photographs, surveys, maps)
- distinguishing between primary and secondary sources and recognizing the relationship between them
- formulating questions that can be answered by social science research
- applying basic procedures used in social science research (e.g., identifying issues, constructing a research design, collecting information, organizing and reporting results)
- interpreting data displayed in graphs, tables, charts, maps, and other visual sources and evaluating the appropriateness of alternative graphic formats for conveying specific information

TEST OBJECTIVES
FIELD 03: SOCIAL STUDIES

0031 Analyze social science information and understand the importance of interpretation.

For example:

- evaluating the purpose and perspective of various primary and secondary sources of historical and social science information
- identifying the central idea and summarizing the main points of a historical or social science analysis
- recognizing the assumptions on which an argument is based and drawing conclusions and inferences from information in historical and social science materials
- distinguishing between fact and opinion in historical narratives and social science interpretations
- determining the credibility of a social science source, recognizing bias in social science texts, and analyzing factors affecting the reliability and validity of social science materials
- determining the meanings of events and facts, analyzing different points of view, and comparing multiple perspectives on historical events and social science issues and phenomena