

Arizona Educator Proficiency Assessments® (AEPA®)

FIELD 40: MIDDLE GRADES 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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**Arizona Educator Proficiency Assessments® (AEPA®)
Subject Knowledge Test**

**Test Objectives
Field 40: Middle Grades Social Studies**

Subareas:

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

AMERICAN HISTORY

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

For example:

- describing the characteristics of hunting and gathering societies in the Americas and recognizing factors (e.g., farming methods, domestication of animals) that led to the development of cultures and civilizations
- examining major features of the Mogollon, Anasazi, Hohokam, Adena, Hopewell, and Mississippian mound-building cultures and recognizing how and where these cultures altered and adapted to their environments over time
- identifying major achievements (e.g., in mathematics, astronomy, architecture, arts and crafts) and features (e.g., government, social structure) of the Mayan, Aztec, and Incan/Inkan civilizations
- describing Native American cultures in North America before the period of European settlement and analyzing interactions between Native Americans and European settlers (e.g., agricultural and cultural exchanges, alliances, conflicts)
- explaining the reasons for the colonization of North America (e.g., religious freedom, desire for land, economic opportunity)
- evaluating ways in which geographic and economic conditions, religion, and colonial systems of government influenced the development of American democratic practices

TEST OBJECTIVES
FIELD 40: MIDDLE GRADES SOCIAL STUDIES

- identifying contributions of individuals who were important to the colonization of America (e.g., John Smith, William Penn, Lord Baltimore, Roger Williams, Anne Hutchinson, James Oglethorpe) and describing the geography, cultures, and economies of each of the three American colonial regions (Southern colonies, Middle Atlantic colonies, New England colonies)
- examining the causes and assessing the effects of the triangular trade

0002 Understand major developments related to the American Revolution and the creation of a new nation.

For example:

- assessing the significance of major political, economic, and other events leading to the American Revolution (e.g., the French and Indian War, the Proclamation of 1763, the Tea Act, the Stamp Act, the Boston Massacre, the Intolerable Acts)
- analyzing the significance of key events of the Revolutionary War (e.g., the battles of Lexington, Saratoga, and Trenton; aid from France; the British surrender at Yorktown)
- describing the impact of key groups and individuals (e.g., Benjamin Franklin, George Washington, Thomas Jefferson, Patrick Henry, Thomas Paine, King George III) on the Revolutionary War
- identifying the purpose and analyzing the significance of the Declaration of Independence, the Articles of Confederation, the U.S. Constitution, and the Bill of Rights
- explaining the influence of key individuals in the establishment of a new government (e.g., Thomas Jefferson, James Madison, John Adams)
- analyzing major events and developments related to the process by which one nation evolved from thirteen colonies (e.g., the Constitutional Convention, George Washington's presidency, the creation of political parties)

TEST OBJECTIVES
FIELD 40: MIDDLE GRADES SOCIAL STUDIES

0003 Understand major developments related to westward expansion, the Civil War, and Reconstruction.

For example:

- analyzing key events and policies of nineteenth-century presidencies (e.g., the Louisiana Purchase, the War of 1812, the Monroe Doctrine, the Trail of Tears, the Mexican-American War)
- recognizing different perspectives (e.g., Native Americans, Spanish, U.S. settlers and prospectors, the U.S. government) on Manifest Destiny
- identifying major westward migration routes of the nineteenth century
- demonstrating an understanding of how innovations of the Industrial Revolution (e.g., in manufacturing, textile production, transportation, migration, labor relations) contributed to U.S. growth and expansion
- assessing the role of key individuals in the pre-Civil War reform movement (e.g., Frederick Douglass, Harriet Tubman, William Lloyd Garrison, Sojourner Truth, John Brown)
- analyzing factors leading to the Civil War (e.g., the role of abolitionists and the Underground Railroad, sectionalism and states' rights, the Missouri Compromise and the Compromise of 1850, the Kansas-Nebraska Act, the Dred Scott decision)
- analyzing the significance of key events of the Civil War (e.g., the firing on Fort Sumter; the battles of Bull Run, Antietam, Vicksburg, and Gettysburg; the Emancipation Proclamation; Sherman's march to the sea; the surrender at Appomattox) and describing the significance of key individuals (e.g., Abraham Lincoln, Jefferson Davis, Robert E. Lee, Ulysses S. Grant, William T. Sherman) and groups (e.g., women, African Americans) in the war
- recognizing the impact of the Civil War on personal, social, and economic aspects of American life (e.g., Americans fighting Americans, the high casualties caused by disease and modern warfare, the widespread destruction of property, the value of railroads and industry, the change in status of freed slaves)
- evaluating the impact of various events, institutions, and developments that influenced Reconstruction (e.g., Lincoln's assassination, the Freedmen's Bureau, the post-Civil War constitutional amendments, the Ku Klux Klan and the development of Jim Crow laws)

TEST OBJECTIVES
FIELD 40: MIDDLE GRADES SOCIAL STUDIES

0004 Understand major developments related to the emergence of the modern United States.

For example:

- recognizing reasons why people emigrated from their homelands to settle in the United States during the nineteenth century and analyzing how the United States was positively and negatively affected by factors and events resulting from the arrival of a large number of immigrants
- examining how the Industrial Revolution in the United States was supported by multiple factors (e.g., geographic security, abundant natural resources, innovations in technology, available labor, global markets)
- analyzing the relationship between immigration and industrialization, examining the impact of industrialization on the United States (e.g., the factory system, the growth of industrial cities, rural to urban migration, the growth of unions, the growing influence of big business), and determining how innovations of the Industrial Revolution contributed to U.S. growth and expansion
- evaluating major reforms that resulted from the Industrial Revolution (e.g., labor unions, trust busting, the conservation of natural resources) and recognizing the contributions of key individuals and groups to the changing social and political structure of the United States (e.g., labor leaders, social reformers, industrialists, financiers, inventors, Populists, Progressives)
- describing factors that fostered the growth of U.S. imperialism during the late nineteenth and early twentieth centuries (e.g., desire for military strength, interest in new markets, the need for inexpensive sources of raw materials) and analyzing the expanding role of the United States in world affairs (e.g., the Spanish-American War, presidential foreign policies, the construction of the Panama Canal, the acquisition of Hawaii and Alaska, the Open Door Policy and the Boxer Rebellion)
- demonstrating an understanding of major factors and events in Arizona history (e.g., territorial status, mining, the constitutional convention) leading to statehood
- evaluating important events that led to U.S. involvement in World War I (e.g., the shift away from isolationism, the sinking of the Lusitania, the Zimmerman Telegram) and analyzing major events associated with the war and its aftermath (e.g., the passing of the Selective Service Act, the migration of African Americans to the north, Wilson's Fourteen Points, the controversy over the Treaty of Versailles)

TEST OBJECTIVES
FIELD 40: MIDDLE GRADES SOCIAL STUDIES

0005 Understand major developments related to the Great Depression and World War II.

For example:

- recognizing economic factors and governmental policies of the 1920s that led to the Great Depression, determining the effect of natural and man-made crises of the Great Depression (e.g., unemployment, food lines, the Dust Bowl), and analyzing the impact of the Great Depression on the people of the United States
- identifying major New Deal programs (e.g., the WPA, the CCC, the TVA, farm subsidies, Social Security) and analyzing the ways in which the New Deal affected U.S. social, artistic, economic, and political life
- describing the impact of World War II on economic recovery from the Great Depression
- describing how Pearl Harbor led to U.S. involvement in World War II and examining the role of the United States in major events of the war (e.g., the D-Day invasion, the battles of the Pacific, the victory in Europe, the development and use of the atomic bomb)
- analyzing how various factors (e.g., war bond drives; the war industry; women and minorities in the workforce; rationing; the internment of Japanese, German, and Italian Americans) affected the U.S. home front during World War II
- demonstrating an understanding of Arizona's contributions to and participation in the U.S. effort during World War II (e.g., the Native American Code Talkers, Ira Hayes, mining, training bases, POW and internment camps)
- analyzing the significance of important individuals in World War II (e.g., Franklin D. Roosevelt, Dwight Eisenhower, George Patton, Douglas MacArthur, Harry Truman, Eleanor Roosevelt)

TEST OBJECTIVES
FIELD 40: MIDDLE GRADES SOCIAL STUDIES

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

For example:

- demonstrating an understanding of major events and developments related to 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)
- analyzing the impact of the Cold War on the United States (e.g., McCarthyism, the arms race, the space race, the Cuban Missile Crisis)
- examining the role of the United States in the Korean War (e.g., the containment of communism, U.S. military involvement, resolution of the conflict)
- evaluating U.S. involvement in Vietnam (e.g., the domino theory, the Gulf of Tonkin Resolution, the Tet Offensive, antiwar protests) and analyzing the impact of the Vietnam War on U.S. foreign affairs and domestic policies
- examining major features of life in the United States during the postwar period (e.g., baby boom, economic prosperity, transportation, communication, technology, medicine, entertainment, education, growth of suburbs)
- recognizing major issues and events of the civil rights movement (e.g., legal efforts to overturn Jim Crow laws; nonviolent protests; desegregation of the military, schools, transportation, and sports; the Civil Rights Act of 1964, the Voting Rights Act of 1965) and analyzing the ways in which the civil rights movement influenced the development of U.S. society

TEST OBJECTIVES
FIELD 40: MIDDLE GRADES SOCIAL STUDIES

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

For example:

- analyzing major events and developments during the presidency of Richard Nixon (e.g., the opening of relations with China, the Watergate scandal, resignation from the presidency)
- demonstrating an understanding of major events and developments during the presidency of Gerald Ford (e.g., succession to the presidency, the pardoning of Nixon)
- evaluating major events and developments during the presidency of Jimmy Carter (e.g., the Camp David Accords, stagflation, the Iran Hostage Crisis)
- assessing major events and developments during the presidency of Ronald Reagan (e.g., Reaganomics, Star Wars, the Iran-Contra Affair)
- examining major events and developments during the presidency of George H. W. Bush (e.g., the fall of the Berlin Wall, the Persian Gulf War)
- analyzing major events and developments during the presidency of William Clinton (e.g., economic growth, the North American Free Trade Agreement [NAFTA], impeachment)
- demonstrating an understanding of major events and developments during the presidency of George W. Bush (e.g., the September 11, 2001, terrorist attacks, the Afghanistan and Iraq wars, appointments to the Supreme Court)
- describing how key political, social, geographic, and economic events of the late twentieth and early twenty-first centuries affected and continue to affect the United States

TEST OBJECTIVES
FIELD 40: MIDDLE GRADES SOCIAL STUDIES

WORLD HISTORY

0008 Understand important features of early world civilizations.

For example:

- examining the lifestyles of humans in the Paleolithic and Neolithic Ages
- recognizing the importance of river valleys (e.g., the Tigris and Euphrates, the Nile, the Huang He, the Indus) in the emergence of ancient civilizations and analyzing how various factors (e.g., farming methods, domestication of animals, division of labor, geography) influenced the development of civilizations in Egypt, India, Mesopotamia, and China
- comparing the forms of government of ancient civilizations (e.g., Egyptian theocracy, Chinese dynastic government)
- demonstrating an understanding of the religious traditions that helped shape the cultures of ancient civilizations (e.g., polytheism in India, belief in an afterlife in Egypt, ancestor worship in China, monotheism in the Middle East)
- analyzing the development of the concept of citizenship and the evolution of democratic, republican, and imperial government in ancient Greece and Rome
- recognizing scientific and cultural achievements of ancient civilizations (e.g., networks of roads, art and architecture, literature and theater, mathematics, philosophy) and identifying the roles and contributions of important individuals in ancient civilizations (e.g., Pericles, Homer, Alexander the Great, Augustus, Confucius, Cleopatra)
- evaluating the impact of cultural and scientific contributions of ancient civilizations on later civilizations (e.g., the laws of Hammurabi; the Chinese invention of silk, gunpowder, and the compass; Central and South American astronomy and agriculture)
- analyzing developments related to the transition from the Roman Empire to the Byzantine Empire (e.g., division of the Roman Empire into eastern and western regions, the Germanic invasions, the "decline and fall" of the Roman Empire)

TEST OBJECTIVES
FIELD 40: MIDDLE GRADES SOCIAL STUDIES

0009 Understand major developments in world history through the Renaissance and Reformation.

For example:

- applying knowledge of important aspects (e.g., geographic origins, founders and their teachings, customs and beliefs) of major world religions (i.e., Hinduism, Buddhism, Judaism, Christianity, and Islam)
- demonstrating familiarity with factors related to the development of the medieval African kingdoms of Ghana, Mali, and Songhai (e.g., Islamic influences, the mining of gold and salt, the role of trade and commerce)
- demonstrating understanding of the culture and way of life of the Arab Empire (e.g., the Muslim religion, trade and banking, interest in science, preservation of Greek and Roman literature)
- identifying major events and developments related to the medieval Catholic Church and analyzing the role of the Church in Europe during the Middle Ages (e.g., the Crusades, the Inquisition, education, government, the spread of Christianity)
- analyzing the transition from feudalism to nationalism in Europe at the end of the Middle Ages
- evaluating the Renaissance as a time of renewal and advancement in Europe (e.g., the rebirth of Greek and Roman ideas, the expansion of trade, developments in the arts and sciences)
- assessing the contributions and accomplishments of major individuals during the Renaissance and Reformation (e.g., Leonardo da Vinci, Michelangelo, Gutenberg, Martin Luther)

TEST OBJECTIVES
FIELD 40: MIDDLE GRADES SOCIAL STUDIES

0010 Understand major developments related to the encounters and exchanges of the Age of Discovery, the Scientific Revolution, and the European Enlightenment.

For example:

- identifying key explorers and the trade routes that made possible the exchange of goods (e.g., silk, spices, gold) between eastern and western civilizations during the fifteenth and sixteenth centuries
- examining how the expansion of trade led to the exchange of ideas (e.g., spread of religion, scientific advances, literature) among Europe, Asia, Africa, and the Middle East during the period
- analyzing the effects of European exploration and colonization on other parts of the world (e.g., colonies established and settled, increased power of European countries, introduction of disease, decline of indigenous populations)
- demonstrating an understanding of ways in which European nations competed for power across the globe
- identifying important individuals (e.g., Copernicus, Galileo, Newton) and major achievements (e.g., the shift away from an earth-centered universe, the explanation of gravitational forces, the application of mathematics to scientific investigation) of the Scientific Revolution
- evaluating how new ways of thinking in Europe during the Enlightenment (e.g., ideas about natural rights, religious freedom, and the governmental separation of powers) fostered major changes in society

0011 Understand major developments related to the Age of Revolution.

For example:

- analyzing the rationale and characteristics of rebellion and examining the impact that revolution has on a society
- comparing the causes and outcomes of the American Revolution to those of other revolutions around the world (e.g., France, Haiti, Mexico, South America, Russia)
- recognizing major innovations and inventions of the Industrial Revolution and analyzing how they affected industry, manufacturing, social relations, and transportation
- analyzing the effects of the Industrial Revolution on the Western world (e.g., the growth of cities, the rise of the middle class, the growth of imperialism, the impact on labor, the establishment of a foundation for future technological advances)

TEST OBJECTIVES
FIELD 40: MIDDLE GRADES SOCIAL STUDIES

0012 Understand major developments related to the Age of Imperialism and World War I.

For example:

- recognizing the effects of various factors (e.g., the increased need for raw materials and consumers, the growth of nationalism) on the rise of imperialism
- demonstrating an understanding of the impact of European imperialism on various regions of the world (e.g., Africa, India, China)
- determining how industrialization in Japan led to its rise as a world power
- assessing the impact of American interests in various areas (e.g., the Philippines, Cuba, Puerto Rico, China, Colombia, Hawaii) during the early twentieth century
- analyzing major factors (e.g., militarism, imperialism, nationalism, the formation of alliances) that led to World War I
- examining important outcomes of World War I (e.g., the provisions of the Treaty of Versailles, the end of the Ottoman Empire, the redrawing of European boundaries, the expansion of national debt, the spread of socialism/communism)

TEST OBJECTIVES
FIELD 40: MIDDLE GRADES SOCIAL STUDIES

0013 Understand major developments in world history from World War I to 1950.

For example:

- analyzing the rise of totalitarianism in Italy, Germany, and the Soviet Union following World War I
- demonstrating an understanding of the major causes of World War II (e.g., resentments over provisions of the Treaty of Versailles, Japanese imperialism, fascism)
- identifying the series of invasions and conquests in the European and Pacific theaters during World War II
- examining major events that led to Allied victory in World War II (e.g., the Battle of Stalingrad, the D-Day invasion, the Battle of the Bulge, the Japanese defeat at Iwo Jima and Okinawa, the atomic bombings of Hiroshima and Nagasaki)
- demonstrating an understanding of major aspects of the Holocaust and analyzing the role of racism and intolerance in the Nazi effort to destroy the Jewish population of Europe
- examining important outcomes of World War II (e.g., the redrawing of political boundaries in Europe, the tensions leading to the Cold War, the beginning of the atomic age)
- comparing the rebuilding of Japan and the rebuilding of Germany after World War II
- analyzing major events resulting from the war (e.g., the Nuremberg Trials, the creation of the United Nations, the Marshall Plan, the formation of NATO and the Warsaw Pact)

TEST OBJECTIVES
FIELD 40: MIDDLE GRADES 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)
- demonstrating an understanding of the major consequences of global competition during the Cold War (e.g., the arms race, the space race, the creation of the Iron Curtain)
- examining major causes and events of the Korean War and the Vietnam War
- examining events and developments related to the fall of Communism and the unification of European nations (e.g., glasnost and perestroika in the Soviet Union, German unification, the breakup of the USSR, the formation of the European Union)
- analyzing major events in the Middle East during the twentieth and twenty-first centuries (e.g., the creation of Israel, the Palestinian conflict, the Persian Gulf War, the Iraq War)
- comparing independence movements in various parts of the world (e.g., India/Pakistan, Latin America, Asia, Africa) during the twentieth century
- examining human rights issues during the twentieth century (e.g., apartheid, genocide)
- analyzing how world events and developments of the late twentieth century and early twenty-first century (e.g., terrorism, globalization, interdependence, natural disasters, famine, the AIDS epidemic and other diseases, advances in science and technology, environmental issues) affected and continue to affect the social, political, geographic, and economic climate of the world

TEST OBJECTIVES
FIELD 40: MIDDLE GRADES SOCIAL STUDIES

CIVICS AND GOVERNMENT

0015 Understand the foundations of government in the United States.

For example:

- recognizing important ideas from English history (e.g., Magna Carta, English Bill of Rights) and the Enlightenment period (e.g., natural law, natural rights, social contract, separation of powers, religious freedom) that fostered the creation of the U.S. government
- analyzing the democratic principles and ideals associated with major documents in U.S. history (e.g., the Mayflower Compact, the Declaration of Independence, the Articles of Confederation, the U.S. Constitution, the Bill of Rights, the Emancipation Proclamation)
- recognizing the contributions and roles of key individuals in creating the government of the United States (e.g., John Adams, Benjamin Franklin, Alexander Hamilton, Thomas Jefferson, James Madison, John Marshall, George Washington)
- analyzing the purposes and outcomes of the Constitutional Convention (e.g., the weaknesses of the Articles of Confederation, major compromises at the Convention)
- demonstrating an understanding of the struggle between the Federalists and the Anti-Federalists over the ratification of the Constitution and the creation of the Bill of Rights

0016 Understand the structure of government in the United States.

For example:

- demonstrating an understanding of major features of colonial government (e.g., town meetings, representative assemblies)
- examining major principles on which the Constitution was founded (e.g., popular sovereignty, limited government, federalism, separation of powers, the implied powers of the elastic clause)
- analyzing various applications of the principle of checks and balances (e.g., impeachment, declaring war, treaties, presidential vetoes, judicial review)
- identifying and comparing the roles and powers of the three branches of the federal government
- recognizing major features of the electoral process (e.g., primary and general elections, popular vote, electoral college) and examining how a candidate can be elected president without receiving a majority of the popular vote (e.g., Adams-Jackson, Hayes-Tilden, Bush-Gore)
- identifying the line of succession to the presidency

TEST OBJECTIVES
FIELD 40: MIDDLE GRADES SOCIAL STUDIES

0017 Understand the functions of government in the United States.

For example:

- demonstrating an understanding of the impact of the laws of Hammurabi, Greek democracy, and the Roman republic on ancient peoples and analyzing how they relate to U.S. laws and government
- analyzing how the powers of the government established by the U.S. Constitution differed from the powers of the government created by the Articles of Confederation and comparing arguments for states' rights versus the power of the federal government (e.g., expansion of slavery, taxation)
- demonstrating an understanding of federalism and comparing the roles and relationships of different levels of government (e.g., federal, tribal, state, county, city/town)
- identifying the process by which a bill becomes law and comparing how the process operates at the federal, state, and local levels
- comparing important features of the operation of the federal and Arizona governments (e.g., organization and functions, constitutional mandate, separation of powers, election process) and demonstrating an understanding of the three forms of direct democracy (i.e., initiative, referendum, recall) in Arizona
- summarizing the significance of major decisions of the Supreme Court (e.g., *Marbury v. Madison*, *McCulloch v. Maryland*) that established the powers and limitations of the federal government
- examining the use of executive decisions (e.g., creating domestic internment camps, establishing the Manhattan Project, authorizing the use of the atomic bomb) and analyzing their significance in the evolution of U.S. government
- comparing the adult and juvenile criminal justice systems in Arizona

TEST OBJECTIVES
FIELD 40: MIDDLE GRADES SOCIAL STUDIES

0018 Understand the rights, responsibilities, and roles of citizenship.

For example:

- identifying the character traits (e.g., respect, responsibility, fairness) that are important to the preservation and improvement of constitutional democracy in the United States and recognizing the importance of an active and involved citizenry to the democratic process (e.g., voting, involvement in decision making, analyzing issues, petitioning public officials)
- analyzing the principles and freedoms contained in the Bill of Rights and examining the impact of later constitutional amendments (e.g., the Thirteenth, Fourteenth, Fifteenth, Nineteenth, and Twenty-First Amendments) on the rights of U.S. citizens
- recognizing how major legislative acts (e.g., Civil Rights Act of 1964, Voting Rights Act of 1965, Indian Civil Rights Act of 1968, Americans with Disabilities Act) contributed to the rights of groups and individuals
- analyzing the significance of major judicial decisions (e.g., *Brown v. Board of Education*, *Gideon v. Wainwright*, *Miranda v. Arizona*, *Korematsu v. United States*) for the rights of groups and individuals
- examining the role of laws (e.g., Jim Crow laws, the Black Codes, the Dawes Act) and judicial decisions (e.g., *Dred Scott v. Sanford*, *Plessy v. Ferguson*, the Scopes Trial) that have curtailed or diminished the rights of U.S. citizens
- evaluating the impact of key individuals (e.g., Martin Luther King, Jr., Rosa Parks, César Chavez), groups (e.g., progressive reformers, civil rights organizations, the United Farm Workers, the American Indian Movement, the National Organization for Women), and issues (e.g., the desegregation of schools and the military, the Equal Rights Amendment) in advancing the rights of U.S. citizens

TEST OBJECTIVES
FIELD 40: MIDDLE GRADES SOCIAL STUDIES

0019 Understand government systems of the world and international relations.

For example:

- comparing the economic and political structures and characteristics of major types of government (e.g., theocracy, dictatorship, republic, monarchy, democracy, totalitarian government)
- analyzing various historical and contemporary political ideologies (e.g., socialism, communism, fascism, libertarianism, anarchism)
- identifying events and analyzing negotiations that led to the development of major foreign policy initiatives (e.g., the Treaty of Versailles, the Fourteen Points, the establishment of the League of Nations, the creation of the United Nations, the Camp David Accords)
- analyzing U.S. and world foreign policies related to the Cold War (e.g., the Truman Doctrine, NATO, the Warsaw Pact, the Marshall Plan, economic sanctions, arms reduction agreements)
- identifying the structure and functions of the United Nations and analyzing the impact of the United Nations and various regional political, economic, and military alliances (e.g., the African Union, the League of Arab States, the Southeast Asia Treaty Organization) on international relations
- recognizing major international issues since the end of the Cold War (e.g., terrorism, ethnic conflicts, globalization, environmental issues)

TEST OBJECTIVES
FIELD 40: MIDDLE GRADES SOCIAL STUDIES

GEOGRAPHY

0020 Understand the world in spatial terms.

For example:

- identifying and comparing the purposes and characteristics of different map projections, globes, aerial photographs, and satellite images
- interpreting information from a variety of maps (e.g., contour, population density, natural resource, historical), graphs, charts, and databases containing various types of geographic information
- identifying the location of various world features (e.g., waterways, mountain ranges, cities) using latitude and longitude
- locating physical and cultural features (continents, bodies of water, mountain ranges, climate zones, states, provinces, cities, countries) throughout the world on a physical or political map
- locating various types of geographic features (e.g., gulfs, deltas, isthmuses, straits, canyons, peninsulas, capes, tree lines) on a variety of appropriate maps of the United States and world regions
- identifying the location of significant geographic features of the United States (e.g., the Continental Divide, the Great Salt Lake, the Appalachians, the Rockies, the Mississippi River, the Great Lakes, the Cascades, the Sierra Nevadas, the Rio Grande) on appropriate maps of varying scale and type

0021 Understand places and regions.

For example:

- defining and applying the concept of region as an area with unifying human or natural factors
- identifying historical and contemporary regions using a variety of human and physical criteria (e.g., climate, landforms, culture, ecosystems)
- examining why places and regions change and analyzing factors that contributed to political and social change in various world regions (e.g., the USSR, Israel, the European Union, China, Germany)
- comparing historical and contemporary interactions among people in different places and regions (e.g. conflicts in the Middle East, the European Union)
- analyzing why places serve as cultural symbols
- recognizing how the media, images, and advertising influence the perception of a place

TEST OBJECTIVES
FIELD 40: MIDDLE GRADES SOCIAL STUDIES

0022 Understand physical systems.

For example:

- demonstrating an understanding of the forces that have shaped the earth's surface (e.g., volcanism, crustal folding and faulting, weathering, tectonic movement, continental drift)
- recognizing interactions between bodies of water and the atmosphere, describing the water cycle, and analyzing factors that affect climate
- recognizing the basic properties of earth materials (e.g., rocks, fossils, layers of the earth) and demonstrating an understanding of how change over time is estimated
- identifying physical processes that influence the formation and location of resources (e.g., oil, coal, copper, diamonds)
- examining how sunlight, water quality, climate, population density, and pollution affect quality of life
- analyzing relationships in the environment (e.g., food chains, food webs, carrying capacity, problems associated with population growth), assessing the impacts of natural hazards on habitats, and evaluating environmental benefits and risks of human interactions
- examining the relationships between the earth and other objects in the solar system and analyzing how those relationships affect natural processes on earth

TEST OBJECTIVES
FIELD 40: MIDDLE GRADES SOCIAL STUDIES

0023 Understand human systems.

For example:

- analyzing why human populations choose to live where they do (e.g., natural resources, climate, employment, family ties) and examining the effects of settlement on places (e.g., quality of life, population density, transportation networks)
- identifying factors (e.g., access to raw materials, availability of transportation, labor supply, political factors, changes in technology) that influence the location, distribution, and interrelationships of economic activities over time and the rate of economic development in different places and world regions
- interpreting the demographic structure of places and regions using population pyramids and analyzing the social, economic, and political implications of a variety of demographic structures
- identifying the characteristics and locations of various cultures throughout the world and analyzing the distributions and patterns of cultural characteristics (e.g., religions, language) over time
- recognizing the push and pull factors that cause human migrations (e.g., the impact of war and famine, the quest for religious and political freedom, economic conditions, natural disasters)
- analyzing the economic, cultural, environmental, and political effects of human migrations on places and regions
- demonstrating an understanding of cultural norms and aspects of culture (e.g., literacy, occupations, clothing, property rights) that influence the different social, political, and economic activities of men and women
- analyzing how cooperation (e.g., the United Nations, the European Union, the North American Free Trade Agreement) and conflict influence political, economic, and social activities

TEST OBJECTIVES
FIELD 40: MIDDLE GRADES SOCIAL STUDIES

0024 Understand environment and society.

For example:

- recognizing why human beings modify environments (e.g., resources, economic livelihood) and analyzing how humans alter ecosystems (e.g., the construction of highways and dams, deforestation and desertification, conservation initiatives, the introduction of chemical wastes)
- identifying the positive and negative outcomes of human modification of the environment and analyzing the intended and unintended consequences of human modification on the environment (e.g., the construction of a dam in one place leading to environmental changes far downstream)
- analyzing ways in which human population growth and changes in the natural environment (e.g., global warming, pollution, mining, changes in the water table) can increase or diminish the capacity of environments to support human activities
- examining ways in which different groups of people (e.g., Native Americans, European colonists) viewed, adapted, and used the same environment
- recognizing changing ideas on the best use of natural resources (e.g., fossil fuels, water use, forest management) and analyzing different points of view on environmental issues (e.g., land use, natural resources, wildlife, biomes)
- demonstrating an understanding of the impact of natural disasters (e.g., hurricanes, droughts, floods, earthquakes) on the human and physical environment and evaluating how societies plan for and respond to natural disasters (e.g., evacuation routes, changing farming techniques, warning systems)

TEST OBJECTIVES
FIELD 40: MIDDLE GRADES SOCIAL STUDIES

ECONOMICS

0025 Understand the foundations of economics.

For example:

- identifying basic economic concepts (e.g., scarcity, opportunity cost, trade-offs, supply and demand, income, price, incentives, interdependence) and analyzing how scarcity, opportunity costs, incentives, and trade-offs influence decision making
- identifying the characteristics and underlying assumptions of a market economy (e.g., self-interest, property rights, competition, informed transaction, consumer choice) and analyzing Adam Smith's concept of laissez-faire capitalism
- recognizing how specialization (i.e., division of labor) improves standards of living and determining how voluntary exchange helps both buyers and sellers
- analyzing how individuals, government, and businesses make choices based on the availability of resources
- recognizing the role of entrepreneurs (e.g., Andrew Carnegie, John D. Rockefeller, Madam C. J. Walker, Bill Gates, Oprah Winfrey, Ted Turner) in the free enterprise system

0026 Understand microeconomic and macroeconomic principles.

For example:

- identifying the functions and relationships among the various institutions and groups (e.g., business firms, banks, government agencies, labor unions, corporations, consumers) that make up an economic system
- analyzing the economic impact of private and public investment on human capital (e.g., health, education, training) and physical capital (e.g., factories, equipment, transportation, new technology)
- recognizing how the interaction between buyers and sellers determines market prices and analyzing how price incentives, competition, and markets affect supply and demand and people's economic choices
- analyzing the effects of inflation (e.g., on prices, on interest rates, on business activity) and the results of unemployment on society
- analyzing the government's role in maintaining economic stability and assisting economic recovery (e.g., fiscal and monetary policies) and demonstrating familiarity with the role of government regulatory agencies (e.g., the Federal Deposit Insurance Corporation, the Securities and Exchange Commission)
- examining the organization and functions of the Federal Reserve System
- analyzing how public policy (e.g., government aid, Social Security, farm subsidies, regulatory laws) affects business operations, standards of living, and the distribution of income

TEST OBJECTIVES
FIELD 40: MIDDLE GRADES SOCIAL STUDIES

0027 Understand global economics.

For example:

- comparing major characteristics of market and command economies (e.g., capitalism versus communism, differences in the protection of private property rights)
- demonstrating an understanding of how money, as opposed to barter, facilitates trade and analyzing how trade has promoted economic growth throughout world history
- defining the concept of comparative advantage and applying that concept to analyze global economic relationships and patterns of world trade
- identifying patterns of economic interactions among countries (e.g., national debt, balance of trade)
- analyzing the effects of trade restrictions (e.g., tariffs, quotas) between national and world regions
- recognizing the role of the U.S. government in influencing international commerce and examining the relationship between the U.S. and global economies
- demonstrating an understanding of the role of major international economic agencies (e.g., the World Bank, the International Monetary Fund, the World Trade Organization) and identifying examples of interdependence in economic development (e.g., the North American Free Trade Agreement, the European Union)

0028 Understand the principles of personal finance.

For example:

- determining how scarcity influences personal financial choices (e.g., budgeting, saving, investing, obtaining credit), recognizing how income for most people is determined by the goods and services they sell, and analyzing factors that affect consumer choices (e.g., income, advertising)
- identifying types of personal investments (e.g., savings accounts, stocks, mutual funds, bonds, retirement funds, land) and examining the role of the stock market in personal investing
- demonstrating knowledge of the principles of budgeting and identifying the benefits of financial planning
- recognizing that interest is the price paid to borrow money and analyzing factors that lenders consider before lending money
- identifying various forms of credit (e.g., personal loans, credit cards, lines of credit, mortgages, auto loans) and analyzing the costs, benefits, advantages, and disadvantages of using credit

TEST OBJECTIVES
FIELD 40: MIDDLE GRADES SOCIAL STUDIES

SOCIAL STUDIES SKILLS

0029 Apply research skills.

For example:

- demonstrating knowledge of the uses and limitations of a wide variety of source materials (e.g., oral histories, diaries, newspapers, census data, artifacts, artwork)
- recognizing the uses of basic reference tools (e.g., encyclopedias, almanacs, atlases)
- distinguishing between primary and secondary sources and recognizing the relationship between them
- formulating questions that can be answered by historical and social science research
- applying basic procedures used in historical and social science research
- applying procedures for retrieving information from traditional sources and new technologies

0030 Analyze social science information.

For example:

- analyzing cause-and-effect relationships between and among individuals and/or past and current events
- drawing inferences and summarizing information from a variety of historical and social science materials
- identifying the assumptions on which an argument is based
- distinguishing between fact and opinion
- determining the credibility of, and identifying the biases in, primary and secondary sources

0031 Interpret visual representations of social science information.

For example:

- interpreting data displayed in graphs, tables, and charts
- deriving social science information from visual sources (e.g., artwork, political cartoons, time lines, population pyramids) and using that information to analyze social science principles and problems
- evaluating the appropriateness of alternative graphic formats for presenting and conveying historical and social science information