| **Test Content Categories** | **Required Course Numbers** | | | | | | | | | |
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| **I. United States History, Government and Citizenship (43%)** |  |  |  |  |  |  |  |  |  |  |
| **A. United States History** |  |  |  |  |  |  |  |  |  |  |
| 1. Understands the cultures and regions of Native American peoples before European contact |  |  |  |  |  |  |  |  |  |  |
| 2. Understands the founding and development of European colonies in North America, and the ways in which conflict and cooperation among European, African, and Native American peoples, including the practice of slavery, shaped early North American colonial lives and society |  |  |  |  |  |  |  |  |  |  |
| 3. Understands the causes and significant events of the American Revolution, the contexts that led to the writing and adoption of the Constitution of United States and other founding documents, and the principles of the Constitution and Bill of Rights, including their impact on the economy, politics, culture, and society of the early United States and the roles of various groups during this period |  |  |  |  |  |  |  |  |  |  |
| 4. Understands important changes in different regions of the United States from the 1800s through the early 1900s, including urbanization and patterns of internal migration and immigration, industrialization, United States foreign policy and western expansion and the causes and effects of changing government policies toward Native Americans and African Americans |  |  |  |  |  |  |  |  |  |  |
| 5. Understands nineteenth-century sectionalism surrounding the practice of slavery, as well as the major events, successes, and failures of the Civil War and Reconstruction, including the impact of constitutional amendments and efforts to erect and eliminate barriers against rights and equality for African Americans |  |  |  |  |  |  |  |  |  |  |
| 6. Understands important changes and reforms that affected society, government, and the economy during the Gilded Age, the Progressive Era, the Great Depression, and the New Deal |  |  |  |  |  |  |  |  |  |  |
| 7. Understands the causes and effects of the United States entry into the First and Second World Wars and how the wars affected life in the United States, including the important roles played by and the experiences of individuals and groups (e.g., women, men, soldiers, civilians, African Americans, Hispanic Americans, Asian Americans, Native Americans) |  |  |  |  |  |  |  |  |  |  |
| **B. Government and Citizenship** |  |  |  |  |  |  |  |  |  |  |
| 1. Understands how fundamental United States documents such as the Constitution and Declaration of Independence reflect the basic ideas of American democracy (e.g., separation of powers, rule of law, natural rights, popular sovereignty) |  |  |  |  |  |  |  |  |  |  |
| 2. Understands the different types, levels, and purposes of governments and how the United States government is structured, how laws are made, how elections are held, and how different institutions in civil society affect the political process |  |  |  |  |  |  |  |  |  |  |
| 3. Understands the rights of citizens and their responsibilities to their community, state and country, and the various ways individuals, institutions, and groups elevate and act on issues in the United States |  |  |  |  |  |  |  |  |  |  |
| **II. Geography, Anthropology, and Sociology (30%)** |  |  |  |  |  |  |  |  |  |  |
| **A. Geography** |  |  |  |  |  |  |  |  |  |  |
| 1. Understands different types of maps and how to use them, as well as geographic tools and technologies like maps, projections, GPS and satellite images to identify, understand, and analyze trends, connections, and patterns in physical, environmental, cultural, and demographic data |  |  |  |  |  |  |  |  |  |  |
| 2. Understands concepts of regions, absolute and relative location, characteristics of place, scale, and can identify and describe regions of the Earth using information such as climatic, physical, political, and cultural features |  |  |  |  |  |  |  |  |  |  |
| 3. Understands the short- and long-term effects of human activities on the environment, and how the Earth’s physical features and systems influence human decisions about settlement, movement, agriculture, industry, and globalization |  |  |  |  |  |  |  |  |  |  |
| **B. Anthropology and Sociology** |  |  |  |  |  |  |  |  |  |  |
| 1. Understands what culture is, the major facets of culture (e.g., language, religion), how culture contributes to unity, and how cultural distinctions can create conflicts and differences |  |  |  |  |  |  |  |  |  |  |
| 2. Understands how culture shapes the behaviors, beliefs, values, and traditions of individuals, groups, and institutions, and the factors that contribute to cultural change (e.g., migration, technology, globalization, conflict) |  |  |  |  |  |  |  |  |  |  |
| 3. Understands the concepts of identity, group membership, inequality, social stratification, and how social institutions and categories (e.g., race, class, gender, family, religion) influence patterns of interactions between individuals and groups |  |  |  |  |  |  |  |  |  |  |
| **III. World History and Economics (27%)** |  |  |  |  |  |  |  |  |  |  |
| **A. World History** |  |  |  |  |  |  |  |  |  |  |
| 1. Understands how environmental factors and technological innovations (e.g. the domestication of animals, metalworking, agriculture) facilitated the development of early human civilizations such as those in Mesopotamia, Egypt, the Indus Valley, China, and Africa in the period 4000 to 1000 B.C.E. |  |  |  |  |  |  |  |  |  |  |
| 2. Understands how the geographic, political, economic, and social characteristics of classical civilizations (e.g., Greece, Rome, Persia, India, China, Mesoamerican, and Islamic civilizations in the period 1000 B.C.E. to 1200 C.E.) shaped their societies, their interactions with other civilizations, and influenced the development of modern societies |  |  |  |  |  |  |  |  |  |  |
| 3. Understands how trade, exploration, colonization, religion, and scientific and intellectual movements (e.g. the Renaissance, Scientific Revolution, and Enlightenment) affected global interactions from 1200 to 1750 C.E. |  |  |  |  |  |  |  |  |  |  |
| 4. Understands the major developments of the Twentieth century, including the First and Second World Wars, the Holocaust, globalization, and human rights and environmental movements |  |  |  |  |  |  |  |  |  |  |
| **B. Economics** |  |  |  |  |  |  |  |  |  |  |
| 1. Understands fundamental economic concepts such as scarcity, supply and demand, producers and consumers, competition, opportunity cost, and the factors of production |  |  |  |  |  |  |  |  |  |  |
| 2. Understands how people meet their wants and needs, the basic functions of money, the roles of banks, and the motives and consequences of personal financial decisions |  |  |  |  |  |  |  |  |  |  |
| 3. Understands how decisions are made about the production, distribution, and consumption of goods in different economic systems (e.g., command, market, traditional) and the reasons why individuals and businesses specialize and engage in trade |  |  |  |  |  |  |  |  |  |  |
| **Social Studies Inquiry Skills** |  |  |  |  |  |  |  |  |  |  |
| 1. Knows the difference between compelling questions (e.g., those that are open-ended and are answered by constructing arguments and evaluating evidence) and supporting questions (e.g., those that are directly answered using content knowledge and facts, and can assist in answering compelling questions), the characteristics of effective compelling questions and supporting questions, and the roles these questions play in guiding inquiry |  |  |  |  |  |  |  |  |  |  |
| 2. Knows the key disciplinary concepts, questions, tools, and types of evidence that can be used to answer compelling questions and supporting questions in social studies |  |  |  |  |  |  |  |  |  |  |
| 3. Knows how to locate and evaluate reliable and relevant sources to help answer compelling questions and supporting questions (e.g., primary and secondary sources, data sets, maps) |  |  |  |  |  |  |  |  |  |  |
| 4. Can draw conclusions based on evidence and disciplinary reasoning, and evaluate the soundness of such conclusions |  |  |  |  |  |  |  |  |  |  |