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**NEW YORK STATE TEACHER  
CERTIFICATION EXAMINATIONS™**

**FIELD 05: SOCIAL STUDIES  
TEST FRAMEWORK**

**June 2003**

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**New York State Teacher  
Certification Examinations™**

**FIELD 05: SOCIAL STUDIES  
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June 2003**

**Subarea**

	<b>Selected-Response</b>	<b>Range of Objectives</b>
I.	History	0001–0009
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## NEW YORK STATE TEACHER CERTIFICATION EXAMINATIONS™

### FIELD 05: SOCIAL STUDIES TEST FRAMEWORK

History  
Geography  
Economics  
Civics, Citizenship, and Government  
Social Studies Skills  
History: Constructed-Response Assignment

The New York State social studies educator has the knowledge and skills necessary to teach effectively in New York State public schools. The social studies teacher has a broad understanding of the fundamental concepts of history and the social sciences and is familiar with the basic principles and procedures associated with historical and social science inquiry. The social studies teacher commands both a depth and breadth of learning across the disciplines of U.S. and world history, geography, economics, and government. Most importantly, the social studies teacher is able to analyze historical, geographical, economic, and political information from multiple perspectives; can use models, patterns, and other intellectual constructs to organize data; and is able to employ multidisciplinary approaches to interpret and explain social studies phenomena.

#### SUBAREA I—HISTORY

##### **0001 Understand key historical terms and concepts, the specialized fields of historical study, and historiography.**

For example:

- applying key concepts (e.g., causality, conflict, bias, interdependence, identity, nation-state, culture) to the analysis of general historical phenomena and specific historical events
- examining reasons for dividing history into various periods and epochs
- comparing the characteristics, uses, advantages, and limitations of typical source materials employed by historians in various fields of historical research
- recognizing approaches and resources of specialized fields of historical study (e.g., social history, intellectual history, diplomatic history)
- recognizing the existence of conflicting perspectives on historical experience and analyzing various interpretations of historical movements and events

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**0002 Understand the major political, social, economic, scientific, and cultural developments and turning points that shaped the course of world history through 1500.**

For example:

- recognizing the principal characteristics and important cultural contributions of ancient world civilizations (e.g., the Maya, Ghana, the Greeks, the T'ang dynasty) and comparing important developments and major civilizations from different historical periods
- identifying key factors in the rise and decline of the Roman Empire and the Han dynasty and evaluating major legal, artistic, architectural, technological, and literary achievements of these societies
- demonstrating an understanding of the principal teachings and historical development of major belief systems (e.g., Judaism, Christianity, Buddhism, Confucianism)
- evaluating the impact of Islam and the role of trade on the growth and development of sub-Saharan African civilizations (e.g., Mali, Zimbabwe, Songhai, Benin)
- comparing the social and cultural characteristics of Asian empires during the fourteenth and fifteenth centuries (e.g., the Ottoman Empire, the Mongol Empire, the Ming dynasty, the Mogul Empire)
- analyzing the structure and development of feudal societies in different areas of the world

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**0003 Understand the major political, social, economic, scientific, and cultural developments and turning points that shaped the course of world history from 1500 through 1850.**

For example:

- analyzing the influence of the Renaissance on European political, artistic, and scientific beliefs and practices, including the emergence of modern nation-states
- comparing and contrasting the exercise of power by world political leaders (e.g., Louis XIV, Catherine the Great, Tokugawa) and analyzing challenges to absolutism
- analyzing major causes and consequences of European expansion and colonialism and examining economic, political, and cultural relations among peoples of Europe, Africa, Asia, the Pacific (Oceania), and the Americas
- identifying major causes and consequences of the scientific, agricultural, and industrial revolutions and evaluating their impact on human society and the physical world
- examining the origins of the Enlightenment and French Revolution and analyzing their influence on world history
- analyzing the roles, contributions, and diverse perspectives of individuals and groups involved in independence struggles in Latin America

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**0004 Understand the major political, social, economic, scientific, and cultural developments and turning points that shaped the course of world history from 1850 to the present.**

For example:

- recognizing major geopolitical developments, social movements, and political/economic initiatives since 1850 (e.g., spread of nationalism, emergence of the women's suffrage movement, establishment of the welfare state) and evaluating the effect of these developments, movements, and initiatives on peoples and nations
- relating important developments in the arts, literature, popular culture, religion, and philosophy to the social, economic, and political history of this period
- comparing major international conflicts and political revolutions (e.g., Mexican, Russian, Chinese, Iranian) of the twentieth century and analyzing factors that influenced their outcomes
- analyzing the effects of independence movements on African and Asian societies
- assessing how science and technology have influenced social attitudes and beliefs in the twentieth century
- recognizing the interdependence of human societies in the twenty-first century and analyzing the impact of globalization on the contemporary world

**0005 Understand the major political, social, economic, scientific, and cultural developments and turning points in U.S. history to 1815.**

For example:

- demonstrating an understanding of Native American societies, cultures, and interrelationships before European contact
- analyzing the interactions among Native Americans, Europeans, and Africans in early North American colonial societies
- analyzing the movement for American independence and the factors contributing to its success
- recognizing basic principles of the Articles of Confederation and the U.S. Constitution, evaluating the strengths and weaknesses of the Articles of Confederation, and analyzing issues related to the creation and ratification of the U.S. Constitution
- recognizing major accomplishments and failures of early presidential administrations and examining factors that influenced the emergence of political parties
- analyzing the causes and consequences of the War of 1812

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**0006 Understand the major political, social, economic, scientific, and cultural developments and turning points in U.S. history from 1815 to 1900.**

For example:

- analyzing issues and events related to the emergence of the political party system in the United States
- examining the impact of major social, technological, and political developments on U.S. society (e.g., nationalism, immigration, sectionalism, industrialization, mechanization of agriculture)
- evaluating the influence of religious ideas on social and political reform movements in the United States prior to 1860
- analyzing the environmental consequences of U.S. expansion into the Great Plains and the effects of that expansion on indigenous populations
- recognizing the experiences and contributions of diverse individuals and groups (including women, African Americans, Hispanic Americans, Native Americans, Asians) to the development of the United States during the nineteenth century
- analyzing the causes, key events, and major consequences of the Civil War and the impact of Reconstruction on U.S. social, political, and economic life
- demonstrating an understanding of U.S. imperialism (e.g., analyzing the role of the United States in the outbreak of the Spanish-American War) and examining the experience of the United States as a colonial power

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**0007 Understand the major political, social, economic, scientific, and cultural developments and turning points in U.S. history since 1900.**

For example:

- examining factors related to the rise of the Progressive movement and assessing the influence of Progressive reforms
- demonstrating an understanding of developments in literature and the arts during the twentieth century
- analyzing the causes of the Great Depression, its effects on U.S. society, and the impact of the New Deal on American life
- recognizing the impact on U.S. society and political life of ideological and political developments in Europe and Asia (e.g., the creation of the Soviet Union, the spread of Fascism/Nazism, Japanese expansionism)
- evaluating the effects of World Wars I and II on U.S. politics and society and their impact on the role of the United States in world affairs
- analyzing the principal causes, key events, and major consequences of postwar struggles for social, legal, economic, and political equity (e.g., the civil rights movement, the women's movement, the disability rights movement)
- comparing the effects of military and ideological conflicts on U.S. domestic policies and foreign relations (e.g., the Korean War, the Cold War, the Vietnam War, the Gulf War)

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**0008 Understand the major political, social, and economic developments and the key eras and events in New York State history.**

For example:

- analyzing the continuing contributions and influence of the Haudenosaunee (Iroquois) and Algonquin peoples in the economic, social, and political development of New York State and the nation
- recognizing key institutions and describing the structure of colonial New York society
- examining the role of New York State in the American Revolution and analyzing major issues, events, and developments in New York during the Revolutionary era
- evaluating the role of New York City in the development of the state and national economies
- recognizing the role of immigration and migration in the evolution of New York politics and society and analyzing the continuing impact of immigration and migration on the development of New York State
- demonstrating an understanding of the experiences and contributions of various ethnic, racial, religious, and cultural groups in historical and contemporary New York State (e.g., the influence of the Dutch on early New York society, the literary and artistic works of the Harlem Renaissance, the expansion of the Puerto Rican community after World War II)

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**0009 Understand the struggle for fundamental human rights and the efforts of nations, individuals, and international organizations to establish and protect those rights.**

For example:

- examining fundamental statements of human rights (e.g., the U.S. Declaration of Independence, the Bill of Rights, the French Declaration of the Rights of Man, the United Nations Declaration of Universal Human Rights, the United Nations Convention on the Rights of the Child) and evaluating their role in establishing and extending the concept of human rights
- recognizing arguments used to justify systematic violations of human rights (e.g., nativism, social and political ideologies, religious doctrines, military necessity) and analyzing the use of such arguments to discriminate against, oppress, or annihilate targeted groups (e.g., the persecution of the Huguenots, the Chinese Exclusion Act of 1882, the internment of Japanese Americans during World War II, the Bataan Death March, the massacre at Tiananmen Square, ethnic cleansing in Yugoslavia)
- demonstrating an understanding of the concept of genocide and analyzing how specific instances of genocide (e.g., the destruction of Native American peoples, the Armenian genocide, the Holocaust, the Rwandan genocide) have occurred
- demonstrating an understanding of the transatlantic slave trade of the seventeenth and eighteenth centuries; the economic, social, political, and religious support of slavery; and the consequences of slavery as a social and economic institution in the United States and elsewhere
- demonstrating an understanding of how social philosophy, economic forces, geography, and politics contributed to the existence and continuation of the Irish Famine
- recognizing the work of individuals who have fought for and advanced the cause of universal human rights (e.g., Margaret Fuller; Frederick Douglass; Jane Addams; Mohandas Gandhi; Margaret Sanger; Eleanor Roosevelt; Martin Luther King, Jr.; Cesar Chavez; Elie Wiesel; Nelson Mandela)
- identifying historical and contemporary efforts to overcome exploitation and ensure the human rights of groups and individuals (e.g., the abolitionist movement, the establishment of child labor laws, the women's rights movement, the anti-apartheid movement, the gay rights movement, the disability rights movement) and analyzing the successes and limitations of these efforts
- recognizing the role of governments and international organizations in establishing human rights standards, and analyzing barriers to enforcing human rights legislation and voluntary compacts

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**SUBAREA II—GEOGRAPHY**

**0010 Understand fundamental geographic concepts, themes, and terms (e.g., location, place, relationships within places, culture, movement, interdependence, regions, scale), and apply that knowledge to describe and analyze geographic phenomena.**

For example:

- using geographic terms, concepts, and models to examine general geographic developments and specific geographic problems
- demonstrating an understanding of absolute and relative location on the earth's surface
- analyzing the spatial organization of peoples, places, and environments on the earth's surface
- formulating geographic questions to address problems and issues in other disciplines (e.g., locational factors to be considered when siting a manufacturing plant)

**0011 Understand the major physical features of the world and the interconnections between physical processes and human activity.**

For example:

- recognizing the characteristics and spatial distribution of major landmasses, landforms, and ecosystems on the earth's surface
- demonstrating an understanding of the forces that have shaped the earth's surface (e.g., volcanism, crustal folding and faulting, weathering, continental drift)
- evaluating the impact of population growth and change on the physical environment
- analyzing how urbanization, industrialization, and economic development affect landforms and water systems
- analyzing how physical factors influence and are influenced by patterns of human settlement and cultural development

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**0012 Understand the major physical and cultural regions of the world, recognize geographic relationships and interactions among regions, and demonstrate an appreciation of the diverse perspectives of different human groups and cultures both past and present.**

For example:

- demonstrating a familiarity with the major cultural groups associated with particular regions and the nature and extent of their interactions
- evaluating the economic, environmental, political, and cultural factors contributing to the distribution and migration of human populations
- examining the development and interrelationship of belief systems in different regions of the world
- analyzing the changes that occur in the use and distribution of natural resources and how resource use influences economic and cultural development

**0013 Understand the major physical and cultural regions of New York State and the United States; analyze geographic relationships within and between regions; and demonstrate an understanding of the influence of geography on the growth and evolution of U.S. society.**

For example:

- recognizing the geological, climatic, and biological factors that have determined the location of major state and national resources (e.g., the role of glaciation in the creation of New York State waterways)
- analyzing basic types of land use and development in New York State and the United States
- demonstrating an understanding of the origins of place names in the United States
- identifying factors affecting the pattern and infrastructure of urban areas in New York State and the United States and describing the consequences of these patterns for various population segments
- examining the role of demographic processes in U.S. society and the impact of migration on individuals, groups, and the nation
- analyzing cross-cultural exchanges and the efforts of various groups to maintain their individual cultural identities
- evaluating relationships between human activity and the natural environment and analyzing how technological change has affected human communities and natural systems in New York State and the United States

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**SUBAREA III—ECONOMICS**

**0014 Understand important economic concepts, terms, and theories, and apply that knowledge to analyze basic economic phenomena.**

For example:

- recognizing basic economic questions and applying fundamental economic concepts (e.g., scarcity, supply and demand, productivity, consumption, opportunity costs, interdependence) to analyze general economic phenomena and specific economic problems
- comparing the different perspectives of macro- and microeconomics (e.g., analyzing the behavior of a single manufacturing firm vs. studying the manufacturing sector of a national economy)
- recognizing the economic theories of Adam Smith, Thomas Malthus, and David Ricardo, and analyzing the characteristics of laissez-faire economics
- examining economic practices from the perspective of differing economic theories (e.g., supply-side vs. demand-side)
- applying fundamental concepts of international economics (e.g., specialization, the balance of international payments, exchange rates, the theory of comparative advantage) to specific economic situations

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**0015 Understand economic systems; analyze the structure, principles, and operation of command, market, mixed, and traditional models of economic organization; and apply this knowledge to analyze specific economic situations and institutions.**

For example:

- identifying the characteristics of traditional, command, market, and mixed economies
- analyzing how different types of economic systems address basic questions concerning resource allocation, production, distribution, and consumption
- applying procedures used in measuring and comparing national production and standards of living for various types of contemporary economic systems
- analyzing ways in which different types of economic systems influence social structure
- recognizing and comparing various strategies of economic growth and development (e.g., agricultural development, population control, commodity specialization, import substitution, export development, cartelization)
- analyzing the interdependence of economic systems and the role of multinational corporations in the global economy (e.g., capital mobility, the operation of international financial markets)

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- 0016 Understand the components, structure, organization, and operation of the U.S. economy; the principles of capitalism; and the roles of labor, business, consumers, and government in the U.S. economic system.**

For example:

- recognizing basic values and principles of the U.S. economic system (e.g., free enterprise, individual entrepreneurship, competitive markets, consumer sovereignty)
- analyzing relationships among profit, capital, and competition in the U.S. economic system
- identifying the functions of, and evaluating relationships among, basic components of the U.S. economic system (e.g., households, businesses, government)
- examining the impact of organized labor on the U.S. economy
- analyzing factors affecting the formulation of U.S. economic policy and applying this knowledge to the analysis of specific economic issues and problems
- evaluating economic mobility and inequality within the U.S. economic system

**SUBAREA IV—CIVICS, CITIZENSHIP, AND GOVERNMENT**

- 0017 Understand important political science concepts, terms, and theories, and apply that knowledge to analyze contemporary political issues.**

For example:

- analyzing the origins and purposes of government (e.g., to control territory, to coordinate economic activities, to manage conflict) and the impact of government on human activity at the local, state, national, and international levels
- applying basic concepts of political science (e.g., power, political system, justice, natural rights, citizenship, bicameral legislature) to analyze general political phenomena and specific political issues
- demonstrating an understanding of various governmental systems (e.g., constitutional democracy, autocracy, oligarchy, monarchy) and applying that knowledge to the analysis of historical and contemporary societies
- evaluating domestic and global political issues (e.g., social security reform, international terrorism) from various ideological perspectives

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- 0018 Understand the principles of democratic government in the United States; the roles, rights, and responsibilities of individual citizens in a democratic society; and the structure, organization, and operation of government at the federal, state, and local levels.**

For example:

- recognizing the ideals and issues expressed in the Declaration of Independence
- analyzing the fundamental ideas and purposes of the U.S. Constitution and the Constitution of the State of New York (e.g., separation of powers, checks and balances)
- identifying the political, legal, and personal rights guaranteed by the Constitution of the State of New York and the U.S. Constitution and demonstrating an understanding of how those rights have been denied and achieved throughout U.S. history
- examining the civic values and responsibilities of citizens in a democratic society
- analyzing the concept of federalism and recognizing its evolution in American political thought and practice
- analyzing the factors that have expanded or limited the role of the individual in U.S. political life during the twentieth century (e.g., the growth of presidential primaries, the role of the media in political elections)

- 0019 Understand the U.S. election process and the roles of political parties, pressure groups, and special interests in the U.S. political system.**

For example:

- identifying and describing the components of the U.S. electoral process (e.g., primary elections, national political conventions, electoral college)
- evaluating the role of lobbyists in the modern legislative process
- examining ways in which U.S. citizens participate in and influence the political process (e.g., the role of public opinion and citizen action in shaping public policy)
- analyzing factors that influence political elections at the local, state, and national levels (e.g., campaign funding, negative advertising)

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**0020 Understand international relations, the formation and execution of U.S. foreign policy, and the purposes and functions of international organizations.**

For example:

- recognizing the administrative components of U.S. foreign policy making (e.g., the president, the National Security Council, the State Department, the Senate) and their roles and responsibilities
- analyzing the cultural and ideological influences that have shaped U.S. foreign policy since World War II
- considering ways in which the United States has influenced other nations (e.g., diffusion of democratic ideas, increased attention to human rights, impact of American popular culture) and how other nations have influenced U.S. political and social life (e.g., European attitudes toward the Treaty of Versailles and U.S. domestic affairs, the impact of the Cuban Revolution on U.S. electoral politics, the impact of Russian space exploration on U.S. education)
- identifying the goals, structures, and functions of the United Nations

**SUBAREA V—SOCIAL STUDIES SKILLS**

**0021 Understand how to locate, gather, and organize primary and secondary information using social science resources and research methodologies.**

For example:

- recognizing the characteristics and uses of historical, geographic, and social science reference materials (e.g., encyclopedias, research studies, bibliographies, atlases, oral histories)
- identifying the characteristics and uses of various social science resources (e.g., historical monographs, academic journals, legislative debates, economic analyses, census data, photographs, artifacts) and comparing the advantages and disadvantages of primary and secondary sources
- applying procedures for retrieving and using information from traditional sources and new technologies
- demonstrating an understanding of appropriate methods and techniques for collecting information in the social sciences (e.g., interviews, surveys, case studies) and applying basic research procedures (e.g., posing questions, formulating hypotheses, constructing a research design)
- summarizing data and organizing information related to the social sciences into logical and coherent outlines

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**0022 Understand and apply methods for interpreting and communicating visual sources of social studies information (including maps, globes, models, diagrams, graphs, charts, tables, pictures, and political cartoons).**

For example:

- interpreting graphic and quantitative data
- identifying the purpose, message, and/or historical context of a political poster or editorial cartoon
- using information derived from visual sources to analyze historical, geographic, economic, or political science issues and phenomena
- recognizing the problem of cartographic distortion and analyzing the advantages and disadvantages of various standard map projections
- evaluating the appropriateness of alternative written and graphic formats for conveying a specific body of information

**0023 Understand how to analyze, evaluate, and synthesize social studies information, make generalizations, and reach supportable judgments and conclusions.**

For example:

- identifying central questions in public policy debates
- distinguishing between fact and opinion in conflicting historical narratives
- analyzing factors affecting the reliability of source materials (e.g., the economic or political interests of the author of a historical account)
- synthesizing social studies information from multiple sources (e.g., national demographic statistics and voting patterns in presidential elections)
- determining whether specific conclusions or generalizations are supported by verifiable evidence

**SUBAREA VI—HISTORY: CONSTRUCTED-RESPONSE ASSIGNMENT**

The content to be addressed by the constructed-response assignment is described in Subarea I, Objectives 01–09.