



Michigan

TEST FOR TEACHER CERTIFICATION
STUDY GUIDE

09 History



TABLE OF CONTENTS

PART 1: General Information About the MTTC Program and Test Preparation

OVERVIEW OF THE TESTING PROGRAM	1-1
Contact Information	
Test Development Process	
Characteristics of the Tests	
Test Administration	
Score Reporting	
HOW TO PREPARE FOR THE TESTS	1-4
Plan Your Course of Study	
THE DAY OF THE TEST: HELPFUL HINTS.....	1-5
Preparing for the Test Administration	
Test-Taking Tips	
Test Directions	

PART 2: Test Objectives and Sample Test Questions

INTRODUCTION	2-1
TEST OBJECTIVES	2-3
SAMPLE MULTIPLE-CHOICE TEST QUESTIONS.....	2-9
ANSWER KEY FOR THE SAMPLE MULTIPLE-CHOICE TEST QUESTIONS	2-17

Readers should be advised that this study guide, including many of the excerpts used herein, is protected by federal copyright law.

Copyright © 2007 Pearson Education, Inc. or its affiliate(s). All rights reserved.
National Evaluation Systems, P.O. Box 226, Amherst, MA 01004

PART 1: General Information About the MTTC Program and Test Preparation

The first section of the study guide is available in a separate PDF file. Click the link below to view or print this section.

[General Information About the MTTC Program and Test Preparation](#)

PART 2: Test Objectives and Sample Test Questions

INTRODUCTION

This section includes a list of the test objectives, immediately followed by sample test questions and an answer key for the field covered by this study guide.

Test Objectives

As noted, the test objectives are broad, conceptual statements that reflect the knowledge, skills, and understanding an entry-level teacher needs in order to teach effectively in a Michigan classroom. Each field's list of test objectives represents the **only** source of information about what a specific test will cover and, therefore, should be studied carefully.

The test objectives are organized into groups known as "subareas." These subareas define the major content areas of the test. You will find a list of subareas at the beginning of the test objective list. The percentages shown in the list of subareas indicate the approximate weighting of the subareas on the test.

Sample Multiple-Choice Test Questions

The sample multiple-choice test questions included in this section are designed to give the test-taker an introduction to the nature of the test questions included on the MTTC test for each field. The sample test questions represent the various types of test questions you may expect to see on an actual test; however, they are **not** designed to provide diagnostic information to help you identify specific areas of individual strengths and weaknesses or predict your performance on the test as a whole. Use the answer key that follows the sample test questions to check your answers.

To help you identify which test objective is being assessed, the objective statement to which the question corresponds is listed in the answer key. When you are finished with the sample test questions, you may wish to go back and review the entire list of test objectives and descriptive statements once again.

TEST OBJECTIVES

Subarea	Approximate Percentage of Questions on Test
U.S. History	14%
World History	18%
Connections Among Social Science Disciplines	34%
Social Science Perspectives and Skills	34%

U.S. HISTORY

Demonstrate an understanding of the chronology, narratives, perspectives, and interpretations of North American history (beginnings to 1620).

Includes examining relationships, including cause and effect, among important events from the era; identifying the sequence of these events and describing the setting and the people affected; analyzing and comparing interpretations of events from a variety of perspectives; and assessing the implications and long-term consequences of key decisions made at critical turning points in North American history from its beginnings to 1620.

Demonstrate an understanding of the chronology, narratives, perspectives, and interpretations of North American history during the era of Colonization and Settlement (1585–1763).

Includes examining relationships, including cause and effect, among important events from the era; identifying the sequence of these events and describing the setting and the people affected; analyzing and comparing interpretations of events from a variety of perspectives; and assessing the implications and long-term consequences of key decisions made at critical turning points in North American history from 1585 to 1763.

Demonstrate an understanding of the chronology, narratives, perspectives, and interpretations of North American and U.S. history during the era of the Revolution and the New Nation (1754–1815).

Includes examining relationships, including cause and effect, among important events from the era; identifying the sequence of these events and describing the setting and the people affected; analyzing and comparing interpretations of events from a variety of perspectives; and assessing the implications and long-term consequences of key decisions made at critical turning points in North American and U.S. history from 1754 to 1815.

Demonstrate an understanding of the chronology, narratives, perspectives, and interpretations of U.S. history during the era of Expansion and Reform (1801–1861).

Includes examining relationships, including cause and effect, among important events from the era; identifying the sequence of these events and describing the setting and the people affected; analyzing and comparing interpretations of events from a variety of perspectives; and assessing the implications and long-term consequences of key decisions made at critical turning points in U.S. history from 1801 to 1861.

Demonstrate an understanding of the chronology, narratives, perspectives, and interpretations of U.S. history during the Civil War and Reconstruction era (1850–1877).

Includes examining relationships, including cause and effect, among important events from the era; identifying the sequence of these events and describing the setting and the people affected; analyzing and comparing interpretations of events from a variety of perspectives; and assessing the implications and long-term consequences of key decisions made at critical turning points in U.S. history from 1850 to 1877.

Demonstrate an understanding of the chronology, narratives, perspectives, and interpretations of U.S. history during the Development of the Industrial United States (1870–1900).

Includes examining relationships, including cause and effect, among important events from the era; identifying the sequence of these events and describing the setting and the people affected; analyzing and comparing interpretations of events from a variety of perspectives; and assessing the implications and long-term consequences of key decisions made at critical turning points in U.S. history from 1870 to 1900.

Demonstrate an understanding of the chronology, narratives, perspectives, and interpretations of U.S. history during the era of the Emergence of Modern America (1890–1930).

Includes examining relationships, including cause and effect, among important events from the era; identifying the sequence of these events and describing the setting and the people affected; analyzing and comparing interpretations of events from a variety of perspectives; and assessing the implications and long-term consequences of key decisions made at critical turning points in U.S. history from 1890 to 1930.

Demonstrate an understanding of the chronology, narratives, perspectives, and interpretations of U.S. history during the era of the Great Depression and World War II (1929–1945).

Includes examining relationships, including cause and effect, among important events from the era; identifying the sequence of these events and describing the setting and the people affected; analyzing and comparing interpretations of events from a variety of perspectives; and assessing the implications and long-term consequences of key decisions made at critical turning points in U.S. history from 1929 to 1945.

Demonstrate an understanding of the chronology, narratives, perspectives, and interpretations of U.S. history during the Postwar era (1945–1970).

Includes examining relationships, including cause and effect, among important events from the era; identifying the sequence of these events and describing the setting and the people affected; analyzing and comparing interpretations of events from a variety of perspectives; and assessing the implications and long-term consequences of key decisions made at critical turning points in U.S. history from 1945 to 1970.

Demonstrate an understanding of the chronology, narratives, perspectives, and interpretations of U.S. history during the Contemporary era (1968–present).

Includes examining relationships, including cause and effect, among important events from the era; identifying the sequence of these events and describing the setting and the people affected; analyzing and comparing interpretations of events from a variety of perspectives; and assessing the implications and long-term consequences of key decisions made at critical turning points in U.S. history from 1968 to the present.

Demonstrate an understanding of the chronology, narratives, perspectives, and interpretations of Michigan history from its beginnings to the present.

Includes examining relationships, including cause and effect, among important events from the era; identifying the sequence of these events and describing the setting and the people affected; analyzing and comparing interpretations of events from a variety of perspectives; and assessing the implications and long-term consequences of key decisions made at critical turning points in Michigan history.

WORLD HISTORY

Demonstrate an understanding of the chronology, narratives, perspectives, and interpretations of world history, including its beginnings, Early Civilizations, and Classical Traditions (beginnings to 300 C.E.).

Includes examining relationships, including cause and effect, among important events from the era; identifying the sequence of these events and describing the setting and the people affected; analyzing and comparing interpretations of events from a variety of perspectives; and assessing the implications and long-term consequences of key decisions made at critical turning points in world history from its beginnings to 300 C.E.

Demonstrate an understanding of the chronology, narratives, perspectives, and interpretations of world history during the era of Expanding Zones of Exchange and Encounter (300–1000 C.E.).

Includes examining relationships, including cause and effect, among important events from the era; identifying the sequence of these events and describing the setting and the people affected; analyzing and comparing interpretations of events from a variety of perspectives; and assessing the implications and long-term consequences of key decisions made at critical turning points in world history from 300 to 1000 C.E.

Demonstrate an understanding of the chronology, narratives, perspectives, and interpretations of world history during the era of Intensified Hemispheric Interactions (1000–1500 C.E.).

Includes examining relationships, including cause and effect, among important events from the era; identifying the sequence of these events and describing the setting and the people affected; analyzing and comparing interpretations of events from a variety of perspectives; and assessing the implications and long-term consequences of key decisions made at critical turning points in world history from 1000 to 1500 C.E.

Demonstrate an understanding of the chronology, narratives, perspectives, and interpretations of world history during the Emergence of the First Global Age (1450–1770 C.E.).

Includes examining relationships, including cause and effect, among important events from the era; identifying the sequence of these events and describing the setting and the people affected; analyzing and comparing interpretations of events from a variety of perspectives; and assessing the implications and long-term consequences of key decisions made at critical turning points in world history from 1450 to 1770.

Demonstrate an understanding of the chronology, narratives, perspectives, and interpretations of world history during an Age of Revolutions (1750–1914 C.E.).

Includes examining relationships, including cause and effect, among important events from the era; identifying the sequence of these events and describing the setting and the people affected; analyzing and comparing interpretations of events from a variety of perspectives; and assessing the implications and long-term consequences of key decisions made at critical turning points in world history from 1750 to 1914.

Demonstrate an understanding of the chronology, narratives, perspectives, and interpretations of world history during the twentieth century.

Includes examining relationships, including cause and effect, among important events from the era; identifying the sequence of these events and describing the setting and the people affected; analyzing and comparing interpretations of events from a variety of perspectives; and assessing the implications and long-term consequences of key decisions made at critical turning points in world history during the twentieth century.

CONNECTIONS AMONG SOCIAL SCIENCE DISCIPLINES**Describe the roles and contributions of women and minorities throughout the history of the United States.**

Includes demonstrating a familiarity with the cultures of diverse ethnic groups and their social and historical contributions to life in the United States; describing the roles and contributions of women (e.g., in abolition, reform movements) to life in the United States; and analyzing historical relations between the U.S. government and indigenous populations, African Americans, Hispanic Americans, immigrant groups, and women.

Describe and apply the five themes of geography and explain the causes, consequences, and geographic contexts of major global issues and events.

Includes describing the five basic themes of geography and applying them to basic world geography; recognizing and analyzing how geography and world processes influence major world events; analyzing the potential global consequences of social changes or scientific and technological developments; comparing different cultures and analyzing the interactions of human societies with one another and with their physical environments; and identifying the origins and importance of global issues involving economic development, international trade, resource use, and environmental concerns.

Identify the structure and function of American governmental institutions and describe how citizens organize government to accomplish their purposes.

Includes analyzing the structure and function of the U.S. system of government; comparing the organization and operation of local, state, and federal governments in the United States; identifying political procedures involved in creating laws, seeking consensus, and addressing issues of constitutional rights; and analyzing the roles of political parties, special interest groups, and individuals in the U.S. political system.

Explain the meaning of foundational documents of the United States, including the core democratic values they reflect.

Includes identifying the major ideas expressed in the Declaration of Independence and the origins of these ideas from multiple sources; recognizing the basic principles of the U.S. Constitution; interpreting the meaning of the rights and liberties guaranteed by the U.S. Constitution; identifying the responsibilities of citizens in upholding constitutional rights; and evaluating political behavior, the conduct of citizens, and practices of government according to the principles expressed in the Declaration of Independence and the U.S. Constitution.

Explain how major economic systems work and apply basic economic concepts.

Includes recognizing the primary characteristics of market, command, and traditional economic systems; describing the roles and relationships of business, labor unions, banks, and households in the U.S. economic system; recognizing factors in the relationship between a domestic economy and the international economic system (e.g., exchange rates, tariffs); and applying basic economic concepts (e.g., scarcity and choice, supply and demand).

SOCIAL SCIENCE PERSPECTIVES AND SKILLS**Demonstrate an understanding of the skills and processes used to reconstruct the past and construct sound narratives and interpretations of history.**

Includes understanding methods for formulating historical questions; describing ways to obtain historical data from a variety of sources; understanding how to identify gaps in the available record; describing how narratives of events can be created from evidence (e.g., primary sources); and explaining ways to use contextual knowledge and appropriate research techniques to construct sound interpretations of events in history.

Explain methods of acquiring, organizing, and presenting information from print and nonprint sources.

Includes identifying and describing methods for locating information from various social science sources and interpreting the meaning and significance of this information; recognizing the uses of a variety of electronic technologies for accessing, managing, and presenting social science information; understanding methods for evaluating the strengths, weaknesses, and reliability of various sources of information; and identifying appropriate strategies for organizing and communicating social science information using a variety of formats (e.g., outlines, maps, tables, graphs).

Apply methods of conducting social science investigations.

Includes formulating questions or hypotheses; identifying procedures for gathering and analyzing information to investigate a question or hypothesis; interpreting and synthesizing information from a variety of sources and recognizing alternative interpretations of results; making use of appropriate technology when gathering, analyzing, and organizing information and reporting the results of an investigation; drawing conclusions based on evidence and results; and applying methods for organizing and reporting results.

Apply methods for analyzing an issue that is a question of public policy.

Includes stating public policy issues and their related ethical, definitional, and factual issues as questions; tracing the origins of a public issue; analyzing various perspectives people bring to an issue and factors that influence their perspectives (e.g., cultural experiences); analyzing factors that need to be considered when formulating possible resolutions to a public issue; and evaluating possible alternative resolutions to public issues.

Apply methods for discussing and writing about matters of public concern and standards for ethically responsible conduct.

Includes describing ways to use constructive conversations with peers to clarify issues, consider opposing views, apply democratic values, anticipate consequences, and work toward making decisions; identifying strategies for composing coherent written essays that express positions on public policy issues and justify the position with reasoned arguments; and recognizing standards for ethically responsible conduct by members of society and the effects of an individual's actions on other people.

SAMPLE MULTIPLE-CHOICE TEST QUESTIONS

1. Compared with seventeenth-century English colonists, Native American Indians of the Eastern Woodlands region were more likely to:
 - A. subordinate group concerns to individual self-interest.
 - B. associate status with distributing property rather than accumulating property.
 - C. have rigid hierarchical forms of social organization.
 - D. require all members of a group to adopt the same religious practices and beliefs.
2. Which of the following excerpts from the U.S. Supreme Court decision in *Marbury v. Madison* (1803) best states the historical significance of that decision?
 - A. "The distinction between a government with limited and unlimited powers is abolished if those limits do not confine the persons on whom they are imposed and if acts prohibited and acts allowed are of equal obligation."
 - B. "This original and supreme will organizes the government, and assigns to different departments their respective powers."
 - C. "That the people have an original right to establish for their future government such principles as, in their opinion, shall most conduce to their own happiness, is the basis on which the whole American fabric has been erected."
 - D. "It is emphatically the province and duty of the judicial department to say what the law is. Those who apply the rule to particular cases must of necessity expound and interpret that rule."

3. In which of the following ways did the antislavery organization formed by William Lloyd Garrison in the early 1830s most resemble existing African American antislavery societies in the North?
 - A. Garrison believed the U.S. Constitution was an antislavery document.
 - B. Garrison was a strong advocate of women's rights.
 - C. Garrison felt that abolitionist involvement in politics compromised abolitionist principles.
 - D. Garrison demanded the immediate abolition of slavery.
4. The political conflicts of the Reconstruction period centered on which of the following questions?
 - A. What is the role of the federal government in the affairs of a state?
 - B. Should the United States acquire territory outside the North America?
 - C. What is the role of agricultural in an industrializing economy?
 - D. Is the regulation of business activity a legitimate function of government?
5. Which of the following best describes a major consequence of the strategy of "pure and simple unionism" adopted by the American Federation of Labor (AFL) during the late nineteenth century?
 - A. The AFL sought to forge coalitions with socialists and other groups committed to the overthrow of the wage system.
 - B. The AFL focused on the organization of skilled workers who could exert some leverage in negotiations with employers.
 - C. The AFL abandoned strikes and boycotts to concentrate on political initiatives related to labor's concerns.
 - D. The AFL became a champion of the rights of the recent immigrants who comprised a growing proportion of the factory workforce.
6. In the 1912 presidential election, Theodore Roosevelt championed a system that he called the New Nationalism. His opponent, Woodrow Wilson, proposed a scheme that he dubbed the New Freedom. A major difference between the two programs was that Wilson placed greater emphasis on:
 - A. creating regulatory agencies.
 - B. promoting economic competition.
 - C. increasing workers' wages.
 - D. conserving natural resources.

7. Use the excerpt below from a 1947 speech by President Harry S. Truman in support of U.S. aid to Greece and Turkey; then answer the question that follows.

It is necessary only to glance at a map to realize that the survival and integrity of the Greek nation are of grave importance in a much wider situation. If Greece should fall under the control of an armed minority, the effect upon its neighbor, Turkey, would be immediate and serious. Confusion and disorder might well spread throughout the entire Middle East.

Moreover, the disappearance of Greece as an independent state would have a profound effect upon those countries in Europe whose peoples are struggling against great difficulties to maintain their freedoms and their independence while they repair the damages of war.

It would be an unspeakable tragedy if these countries, which have struggled so long against overwhelming odds, should lose that victory for which they have sacrificed so much. . . . Discouragement and possibly failure would quickly be the lot of neighboring peoples striving to maintain their freedom and independence.

Truman's observations in the passage can best be described as an:

- A. effort to define a U.S. sphere of interest in the Middle East.
- B. early statement of the domino theory.
- C. effort to establish criteria for making a nation a U.S. protectorate.
- D. updated version of the balance of power theory.

8. During the first half of the twentieth century, the Michigan economy was most influenced by federal decisions about which of the following?
- A. trade and tariff legislation
 - B. conservation and the environment
 - C. war and national defense
 - D. taxation and monetary policy
9. The most significant changes in Mesoamerican cultures between 3500 B.C.E. and 1000 B.C.E. resulted from which of the following developments?
- A. increased contact with South American peoples
 - B. the development of improved weaponry and military tactics
 - C. advances in horse breeding and husbandry
 - D. the expansion of corn, bean, squash, and cotton cultivation

10. Use the list below to answer the question that follows.

Its conquests greatly stimulated commerce and travel.

Its medical schools produced some of the finest physicians in the world at that time.

Its rulers strongly encouraged scholarship.

Its language and religion united people from diverse backgrounds.

Its religious beliefs strongly influenced government, the arts, and social customs.

The characteristics listed above best describe which of the following empires?

- A. the Mayan Empire of the seventh century
- B. the Islamic Empire of the tenth century
- C. the Chinese Empire of the thirteenth century
- D. the Russian Empire of the sixteenth century

11. An important consequence of Vasco da Gama's 1498 voyage around the Cape of Good Hope was that it enabled Portugal to:
- A. bypass Venetian merchants and dominate the spice trade with India.
 - B. halt the spread of Islam in East Africa.
 - C. displace Spain as the leading maritime power in the Indian Ocean.
 - D. establish permanent colonies on the Arabian Peninsula.
12. Which of the following best describes an important cultural characteristic of the Bantu-speaking societies of sub-Saharan Africa between the fourteenth and sixteenth centuries?
- A. a strong commitment to meritocratic principles and individual autonomy
 - B. a tendency to subordinate traditional beliefs to immediate needs
 - C. a strong appreciation of human interdependence and communal needs
 - D. a tendency to draw clear distinctions between religious and secular matters
13. Which of the following best describes the influence of geographic factors on Germany's rise to power during the late nineteenth and early twentieth century?
- A. Germany's centralized location in Europe helped the country become a leader in communications technology.
 - B. The export of food produced on its extensive farm lands enabled Germany to acquire the capital needed for industrialization.
 - C. Abundant coal and iron ore resources helped Germany become a leading industrial power.
 - D. Easy access to the Baltic and North seas enabled Germany to dominate maritime shipping throughout the North Atlantic.
14. Which of the following best illustrates the operation of the system of checks and balances in the U.S. system of government?
- A. The House of Representatives amends a bill introduced in the Senate.
 - B. Congress rejects a nominee to the Supreme Court.
 - C. The president consults with cabinet members before making a policy decision.
 - D. The Supreme Court resolves a dispute between two states.

15. Which of the following excerpts from the Declaration of Independence best illustrates the influence of John Locke's writings on the author of the document?
- A. "Nor have we been wanting in our attention to our British brethren. We have warned them from time to time of attempts by their legislature to extend an unwarrantable jurisdiction over us."
 - B. "For taking away our charters, abolishing our most valuable laws, and altering, fundamentally, the forms of our governments; . . . for suspending our own legislatures and declaring themselves invested with power to legislate for us in all cases whatsoever."
 - C. "And for the support of this declaration, with a firm reliance on the protection of Divine Providence, we mutually pledge to each other our lives, our fortunes, and our sacred honor."
 - D. "We hold these truths to be self-evident, that all men are . . . endowed by their Creator with certain unalienable rights, that among these are life, liberty, and the pursuit of happiness."
16. Which of the following would most likely happen if the exchange rate of the U.S. dollar appreciated in value in relation to the Japanese yen?
- A. Japanese tourists would be more likely to vacation in the United States.
 - B. U.S. businesses would increase their sales in Japanese markets.
 - C. Japanese manufacturers would be more likely to obtain raw materials in the United States.
 - D. U.S. consumers would increase their purchase of Japanese goods.
17. A historian is looking for a useful context in which to analyze U.S. policy toward the Soviet Union after World War II. The historian would be best advised to examine which of the following?
- A. the consequences of imposing harsh terms on Germany in the treaty that ended World War I
 - B. the failure of the League of Nations to obtain the active support of leading international powers
 - C. the consequences of British and French appeasement at the Munich Conference of 1938
 - D. the failure of the United States to anticipate the Japanese attack on Pearl Harbor in 1941

18. As part of a research project, a historian is collecting occupational data on foreign-born heads of households in the 1880 and 1900 manuscript population censuses for Detroit. The historian plans to enter the data in a computer program that is designed to link individuals who appear on the two censuses. This information can best be used to address questions about which of the following?
- A. cultural interaction
 - B. economic development
 - C. social mobility
 - D. worker productivity
19. Which of the following questions has been most problematic regarding the use of nuclear power as a reliable source of energy?
- A. Can effective training programs be designed to teach workers how to operate nuclear plants safely?
 - B. Can nuclear power be produced in a way that causes less damage to the environment than is typically caused by coal-burning power plants?
 - C. Can effective procedures be devised for the long-term, safe storage and disposal of radioactive wastes?
 - D. Can discharges of radioactive materials into the environment during normal plant operation be prevented?
20. Citizens can best maintain high standards of ethically responsible conduct as members of society by frequently asking themselves which of the following questions?
- A. Are my actions likely to achieve the desired result?
 - B. What effect will my actions have on others?
 - C. What are my reasons for taking this course of action?
 - D. Who is most likely to benefit from my actions?

ANSWER KEY FOR THE SAMPLE MULTIPLE-CHOICE TEST QUESTIONS

Item Number	Correct Response	Objective
1.	B	Demonstrate an understanding of the chronology, narratives, perspectives, and interpretations of North American history during the era of Colonization and Settlement (1585–1763).
2.	D	Demonstrate an understanding of the chronology, narratives, perspectives, and interpretations of North American and U.S. history during the era of the Revolution and the New Nation (1754–1815).
3.	D	Demonstrate an understanding of the chronology, narratives, perspectives, and interpretations of U.S. history during the era of Expansion and Reform (1801–1861).
4.	A	Demonstrate an understanding of the chronology, narratives, perspectives, and interpretations of U.S. history during the Civil War and Reconstruction era (1850–1877).
5.	B	Demonstrate an understanding of the chronology, narratives, perspectives, and interpretations of U.S. history during the Development of the Industrial United States (1870–1900).
6.	B	Demonstrate an understanding of the chronology, narratives, perspectives, and interpretations of U.S. history during the era of the Emergence of Modern America (1890–1930).
7.	B	Demonstrate an understanding of the chronology, narratives, perspectives, and interpretations of U.S. history during the Postwar era (1945–1970).
8.	C	Demonstrate an understanding of the chronology, narratives, perspectives, and interpretations of Michigan history from its beginnings to the present.
9.	D	Demonstrate an understanding of the chronology, narratives, perspectives, and interpretations of world history, including its beginnings, Early Civilizations, and Classical Traditions (beginnings to 300 C.E.).
10.	B	Demonstrate an understanding of the chronology, narratives, perspectives, and interpretations of world history during the era of Expanding Zones of Exchange and Encounter (300–1000 C.E.).
11.	A	Demonstrate an understanding of the chronology, narratives, perspectives, and interpretations of world history during the era of Intensified Hemispheric Interactions (1000–1500 C.E.).
12.	C	Demonstrate an understanding of the chronology, narratives, perspectives, and interpretations of world history during the Emergence of the First Global Age (1450–1770 C.E.).
13.	C	Describe and apply the five themes of geography and explain the causes, consequences, and geographic contexts of major global issues and events.
14.	B	Identify the structure and function of American governmental institutions and describe how citizens organize government to accomplish their purposes.
15.	D	Explain the meaning of foundational documents of the United States, including the core democratic values they reflect.
16.	D	Explain how major economic systems work and apply basic economic concepts.
17.	C	Demonstrate an understanding of the skills and processes used to reconstruct the past and construct sound narratives and interpretations of history.
18.	C	Apply methods of conducting social science investigations.
19.	C	Apply methods for analyzing an issue that is a question of public policy.
20.	B	Apply methods for discussing and writing about matters of public concern and standards for ethically responsible conduct.