



TEST SUMMARY AND FRAMEWORK

TEST SUMMARY

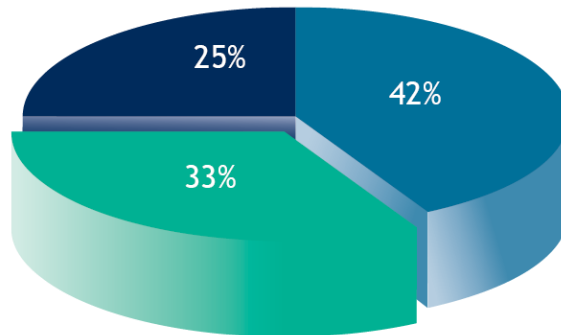
MIDDLE LEVEL HUMANITIES

The Washington Educator Skills Tests—Endorsements™ (WEST-E™) are designed to measure a candidate’s knowledge of the subject-area content contained in the test framework for each field. All WEST-E tests are fully aligned with the state’s teacher endorsement competencies and, as applicable, the Essential Academic Learning Requirements.

This test summary describes general testing information as well as the approximate percentage of the total test score derived from each content domain. The test framework, organized by content domain, contains the objectives that define the content for the test.

SUBTEST 1: ENGLISH LANGUAGE ARTS AND READING

Test Format	Multiple-choice questions
Number of Questions	Approximately 55
Test Session	1 hour, 15 minutes (does not include 15-minute tutorial)
Passing Score	240 (scores are calculated in a range from 100 to 300)
Test Code	052

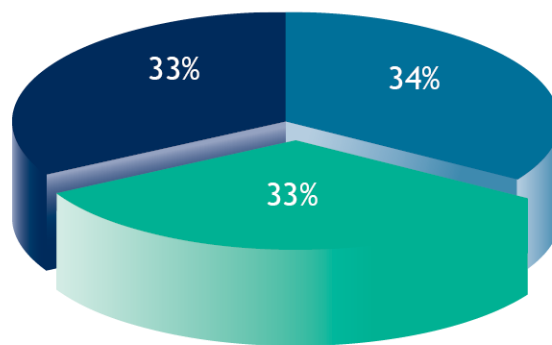


Key	Approximate Percentage of Subtest	Content Domain	Range of Objectives
	42%	Reading Process and Comprehension	0001-0005
	33%	Writing Process and Applications	0006-0009
	25%	Oral and Visual Communication	0010-0012



SUBTEST 2: SOCIAL STUDIES

Test Format	Multiple-choice questions
Number of Questions	Approximately 55
Test Session	1 hour, 15 minutes (does not include 15-minute tutorial)
Passing Score	240 (scores are calculated in a range from 100 to 300)
Test Code	053



Key	Approximate Percentage of Subtest	Content Domain	Range of Objectives
■	34%	Civics and Economics	0013-0015
■	33%	U.S. and World History	0016-0018
■	33%	Geography and Social Studies Concepts	0019-0021



TEST FRAMEWORK

MIDDLE LEVEL HUMANITIES

SUBTEST 1: ENGLISH LANGUAGE ARTS AND READING

READING PROCESS AND COMPREHENSION

0001 Understand the role of phonology and morphology in the reading process and strategies for developing word identification skills and vocabulary knowledge.

For example:

- demonstrating knowledge of the skills associated with phonology (e.g., distinguishing spoken words, syllables, and multisyllabic word attack)
- demonstrating knowledge of various word identification strategies, including the use of phonics, syllabication, and morphology (e.g., base words, word roots, prefixes, suffixes); the recognition of high-frequency sight words with regular and irregular spellings; and the use of semantic clues, in syntax and discourse, for verifying the pronunciation and meaning of decoded words (e.g., multiple-meaning words)
- demonstrating knowledge of the relationships between words (e.g., homonyms, synonyms, antonyms) and the complexities related to word selection (e.g., denotative and connotative meanings, words with multiple meanings, idioms, similes, metaphors)
- applying strategies for building and extending readers' vocabulary knowledge (e.g., linking new vocabulary to concrete experiences, developing independent word-learning strategies such as structural and contextual analysis, selecting vocabulary words and expressions that are conceptually related and that provide opportunities to read across content areas and to apply vocabulary knowledge in new contexts)



0002 Apply strategies for developing reading comprehension and fluency.

For example:

- demonstrating knowledge of factors that influence reading comprehension (e.g., vocabulary, interest in text, prior knowledge)
- demonstrating knowledge of factors that influence fluency (e.g., reading rate, intonation, accuracy)
- recognizing the appropriate reading rate (e.g., scanning, skimming, in-depth reading) to use for different texts and purposes (e.g., reading a newspaper for a specific story, reading a textbook to learn about an unfamiliar topic, reading a poem to determine its theme)
- demonstrating knowledge of strategies to use before, during, and after reading to enhance comprehension (e.g., activating and developing prior relevant knowledge, making connections to personal experience, previewing, predicting, using graphic organizers, taking notes, self-monitoring/self-questioning and using other metacognitive skills, outlining, summarizing)
- demonstrating knowledge of oral language activities that promote comprehension (e.g., retelling, think-alouds, discussing)
- demonstrating knowledge of literal comprehension skills (e.g., ability to identify the sequence of events in a text; ability to identify facts, ideas, and causal relationships conveyed explicitly in a text)
- demonstrating knowledge of inferential comprehension skills (e.g., ability to make generalizations from information presented in a text, ability to interpret information conveyed implicitly in a text)



0003 Apply strategies for reading expository texts.

For example:

- identifying the characteristics and purposes of various types of expository texts (e.g., newspaper, journal, and magazine articles; textbooks; informal essays)
- demonstrating the ability to use effectively the organizational features of expository texts (e.g., table of contents, headings, captions, footnotes/endnotes, glossary, index)
- recognizing accurate summaries of information presented in an expository text
- distinguishing between general statements and specific details presented in an expository text
- identifying the main idea and purpose of an expository text, whether stated or implied, and details used to support the main idea
- recognizing primary and secondary source material and assessing the credibility and objectivity of various sources of information (e.g., Internet, print, nonprint) used in an expository text
- demonstrating the ability to make inferences and draw conclusions from information presented in an expository text
- recognizing the organizational structures of expository texts (e.g., cause and effect, chronological, comparison and contrast) that aid comprehension
- interpreting graphic features in expository texts (e.g., timelines, tables, photographs, illustrations)
- applying knowledge of a wide range of strategies for comprehending, analyzing, interpreting, and evaluating expository texts before, during, and after reading



0004 Apply strategies for reading persuasive and functional texts.

For example:

- identifying the characteristics and purposes of various types of persuasive texts (e.g., editorials, petitions, marketing brochures, print advertisements, essays) and functional texts (e.g., dictionaries, thesauri, encyclopedias, schedules/timetables, catalogs, application forms)
- distinguishing between fact and opinion in a persuasive text
- evaluating the relevance, importance, and sufficiency of facts offered in support of an argument presented in a persuasive text
- assessing the credibility and objectivity of various sources of information used in a persuasive text
- analyzing how tone, style, and rhetorical techniques (e.g., repetition, exaggeration, bandwagon appeals, euphemisms, testimonials) are used to achieve certain effects in a persuasive text
- recognizing incomplete, inaccurate, extraneous, or unclear information and faulty reasoning in persuasive texts
- interpreting graphic features in persuasive and functional texts (e.g., diagrams, pie charts, bar graphs, flowcharts, schematic drawings)
- demonstrating the ability to use information presented in functional texts to perform tasks (e.g., finding or confirming word meanings and pronunciations, purchasing goods and services)
- applying knowledge of a wide range of strategies for comprehending, analyzing, interpreting, and evaluating persuasive and functional texts before, during, and after reading



0005 Apply strategies for reading literary texts.

For example:

- recognizing the characteristics of various literary genres (e.g., poetry, fiction, nonfiction, drama) and subgenres (e.g., biography, formal essay, short story, novel, mystery, fantasy, fable, epic, tragedy, comedy)
- recognizing the formal, stylistic, and thematic characteristics of major literary works, movements, and periods, including those representing authors of both genders and of a range of cultures globally and in the United States
- recognizing the formal, stylistic, and thematic characteristics of major literary works written specifically for children and young adult readers
- analyzing how the elements of poetry (e.g., meter, rhyme, figurative language) may be used in various forms of poetry (e.g., ballad, sonnet, haiku, blank verse)
- recognizing the elements of plot (e.g., exposition, rising action/complication, crisis/climax, resolution/denouement) in a literary text
- analyzing how narrative is developed (e.g., subplots, parallel plots, episodic plots, flashbacks, foreshadowing, dialogue) in a literary text
- analyzing how setting (e.g., geographic place, physical surroundings, weather/climate, time of day or year, historical period) is used to help advance the plot, evoke a mood, or develop a theme in a literary text
- analyzing the thoughts, feelings, words, actions, and motivations of the characters in a literary text
- analyzing how narrative point of view (e.g., first person versus third person, limited versus omniscient, objective versus unreliable) affects the interpretation of a literary text
- analyzing themes in a literary text
- analyzing how word choice is used to create or reveal a particular mood, tone/voice, or style in a literary text
- analyzing literary texts and their influences through a variety of historical, cultural, and political perspectives
- applying knowledge of a wide range of strategies for comprehending, analyzing, interpreting, and evaluating literary texts before, during, and after reading



WRITING PROCESS AND APPLICATIONS

0006 Understand the writing process.

For example:

- identifying the subject, audience, and form of writing (e.g., research paper, argument, memoir); determining the purpose of writing (e.g., to inform, to entertain, to explain, to argue); and establishing goals for writing
- demonstrating knowledge of ways to generate ideas (e.g., brainstorming, listing, freewriting, keeping a journal, observing surroundings, searching print and electronic sources, discussing ideas with others) and to organize ideas (e.g., outlining; clustering; using graphic organizers such as Venn diagrams, tree diagrams, story webs/maps, and plot pyramids) before writing
- recognizing methods of drafting text so that it shows consistent development of a central idea or theme, including providing strong supporting details and organizing key points or events logically
- recognizing methods of revising text to eliminate wordiness, ambiguity, redundancy, and clichés
- recognizing methods of revising text to clarify meaning, including using purposeful word choice, elaborating, varying sentence structure, subordinating ideas, maintaining parallel form, inserting appropriate transitional words and expressions, and keeping related ideas together
- recognizing methods of editing text so that it conforms to the conventions of Standard American English (e.g., eliminating comma splices, run-on sentences, sentence fragments, and misplaced or dangling modifiers)
- demonstrating knowledge of ways to work both independently and collaboratively to develop writing (e.g., using revising and editing checklists, reading aloud a draft version of writing to oneself or others, giving and receiving comments on writing)
- demonstrating familiarity with proofreading techniques (e.g., reading text backward, reading text aloud, using the spelling- and grammar-check tools of a word-processing program) and methods of finalizing a text for publishing (e.g., producing readable printing or cursive handwriting, using the formatting tools of a word-processing program)
- demonstrating an understanding of the fundamentals of first- and second-language acquisition and development and that linguistic/rhetorical patterns of other languages affect the written expression of diverse learners
- demonstrating an understanding of diversity in language use (e.g., grammar, patterns, and dialects across cultures, ethnic groups, and geographic regions, gender, and social roles) as it relates to written expression
- demonstrating an understanding of the role of reflection, analysis, and evaluation in the writing process



0007 Understand the elements of effective composition.

For example:

- demonstrating knowledge of the components and conventions of Standard American English (e.g., parts of speech, capitalization, punctuation, spelling)
- recognizing effective ways to present original ideas or perspectives in a text clearly, concisely, and coherently
- demonstrating knowledge of how mode (e.g., expository, argumentative, narrative), form (e.g., research paper, argument, memoir), audience (e.g., peers, groups of professionals), and purpose (e.g., to inform, to explain, to entertain, to argue) shape writing
- recognizing the appropriate form (e.g., letter, essay, report, story), tone/voice (e.g., formal, casual), and choice of words (e.g., technical terms, colloquialisms) to use for various writing purposes and audiences
- recognizing methods of developing an introduction to a text that draws a reader's attention, specifies the topic or issue, and provides a thesis
- recognizing effective ways to organize ideas in a text (e.g., spatially, chronologically, from general to specific, in order of importance)
- recognizing effective ways to emphasize, link, and contrast important ideas in a text (e.g., elaboration, repetition, restatement, parallelism, transitional words and expressions)
- recognizing effective ways to incorporate graphic features in a text (e.g., tables, graphs, charts, maps, photographs, illustrations)
- recognizing methods of developing a conclusion to a text that provides a restatement or summary of ideas, a resolution, or a suggested course of action



0008 Apply strategies for writing to describe, inform, explain, or learn.

For example:

- demonstrating knowledge of forms of writing that are appropriate for describing events, providing information, answering questions, or learning new concepts (e.g., personal essay, newspaper article, research paper, reading response journal)
- demonstrating the ability to find, evaluate, select, and refine topics for writing (e.g., topic not too narrow/too broad) and to formulate a specific question for addressing through writing
- determining appropriate primary sources (e.g., interviews/transcripts, surveys/polls, experimental data) and secondary sources (e.g., printed reference works and periodicals, electronic databases, the Internet) for locating and gathering information about a subject or topic
- evaluating the relevance and reliability of information sources (e.g., currency of information, credentials of author, potential biases)
- recognizing methods of developing a thesis statement that expresses the central idea of a piece of writing (e.g., makes a specific claim, provides a focus, conveys a purpose)
- demonstrating the ability to select an appropriate organizational structure or pattern for developing ideas in writing (e.g., analogy, classification and division, cause and effect, problem and solution)
- applying strategies for writing a vivid description of an event or a clear exposition with elaboration of an idea, including making effective and appropriate use of various literary and rhetorical devices (e.g., figurative language, imagery, understatement)
- demonstrating knowledge of methods of paraphrasing, summarizing, and quoting and citing sources appropriately and of acknowledging and documenting sources to avoid plagiarism



0009 Apply strategies for writing to persuade, analyze, or evaluate.

For example:

- demonstrating knowledge of forms of writing that are appropriate for arguing a point, influencing beliefs, analyzing a text, or evaluating an idea (e.g., editorial, advertisement, literary analysis, critical essay)
- demonstrating the ability to establish a clear position or controlling idea in writing and to develop it logically through the use of meaningful examples or details, sound reasoning, and effective transitions
- demonstrating the ability to select relevant, complete, and accurate information or evidence that can be used to support and elaborate on points expressed in writing
- demonstrating the ability to anticipate questions, concerns, and counter-arguments for points expressed in writing and to incorporate effective responses to them into the writing
- applying strategies for writing a response to a text, including referring to personal experience and prior knowledge
- applying strategies for writing a cogent analysis of a text or texts that offers original insights about the use of various literary and rhetorical devices and techniques in the text(s) (e.g., how a character's actions advance the plot, how setting creates a mood, how symbolism suggests a theme, how word choice reflects the author's perspective)
- identifying specific words and phrases as well as general styles and tones in a text that can be used to support an interpretation or illustrate a point expressed in writing about the text



ORAL AND VISUAL COMMUNICATION

0010 Apply strategies for effective listening and speaking.

For example:

- identifying the characteristics and purposes of various types of listening, including critical (e.g., listening to distinguish fact from opinion, to determine the speaker's point of view, to detect irony or sarcasm), empathic or reflective (e.g., listening to improve mutual understanding and trust), and deliberative (e.g., listening to learn information)
- demonstrating knowledge of the barriers to listening effectively, including selective listening (e.g., listening only to what is considered important, listening only to what is expected or what is interesting)
- applying strategies for listening actively, including encouraging the speaker verbally and nonverbally; clarifying, restating, and summarizing or paraphrasing the speaker's remarks; building (e.g., asking questions, suggesting other ideas); reflecting; and validating
- distinguishing among styles of language (e.g., formal, informal, technical, regional, jargonistic, slang) that are appropriate to use in speaking about various subjects, for various purposes and occasions, and to various audiences
- demonstrating knowledge of rhetorical techniques used to enhance clarity and generate interest in speeches (e.g., previews, summaries, anecdotes, rhetorical questions, transitions)
- demonstrating knowledge of types of speech delivery (e.g., impromptu, extemporaneous, memorized, scripted) and strategies for managing speech anxiety and apprehension (e.g., visualizing success, rehearsing)
- recognizing the different roles that voice (e.g., volume, rate, pitch, tone/quality) and body language (e.g., posture, hand gestures, facial expressions, eye contact) play in speech delivery
- demonstrating an understanding that the linguistic and rhetorical patterns of other languages affect the oral expression of diverse learners
- demonstrating an understanding of diversity in language use (e.g., grammar, patterns, and dialects across cultures, ethnic groups, geographic regions, gender, and social roles) as it relates to oral expression
- demonstrating knowledge of how individual, social, and cultural factors (e.g., internal and external noise, perceptions of self and others) influence interpersonal communication
- demonstrating knowledge of large- and small-group dynamics and of factors that influence group communication (e.g., group composition, member roles)
- demonstrating knowledge of strategies for managing conflicts, solving problems, and making decisions in large and small groups (e.g., compromising, collaborating)



0011 Apply strategies for delivering effective presentations.

For example:

- recognizing methods of establishing clear objectives for a presentation (e.g., urging a particular action, changing a point of view, entertaining, inspiring)
- recognizing methods of organizing a presentation to achieve objectives and meet an audience's needs and expectations (e.g., selecting points of emphasis, incorporating a sufficient level of detail, creating an appropriate tone)
- recognizing methods of modifying a presentation to better correspond to the specific characteristics of various audiences (e.g., demographics, attitudes, values)
- recognizing methods of incorporating a wide range of media and nonprint materials (e.g., posters, digital slide shows) into presentations in order to reinforce a message, clarify a point, or create excitement and interest
- demonstrating knowledge of appropriate technologies and media to use to produce various types of communications (e.g., school newspapers, multimedia reports, Web pages/sites) and to convey specific messages

0012 Apply strategies for analyzing and evaluating visual images in various media.

For example:

- analyzing messages, meanings, and themes conveyed through various visual images (e.g., illustrations, political cartoons, photographs, advertisements) in various media (e.g., print, television, film, Internet)
- analyzing how certain media combinations (e.g., photograph accompanying a newspaper story, music accompanying a television commercial) are used to emphasize and reinforce messages, meanings, and themes
- analyzing how the elements of visual images (e.g., symbols, shapes, color, composition, perspective, style, content) are manipulated to convey particular messages, meanings, and themes
- analyzing how visual images are used to change behavior and influence opinion by appealing to reason, emotion, authority, and convention
- analyzing the role that an individual's personal experience and prior knowledge play in how the individual interprets certain visual images



SUBTEST 2: SOCIAL STUDIES

CIVICS AND ECONOMICS

0013 Understand the purposes and function of government and the structure and operation of government in the United States.

For example:

- recognizing the purposes of government and comparing democratic, monarchical, theocratic, oligarchic, and totalitarian forms of government
- examining the functions of law in a democratic society and analyzing the principles and features of the U.S. legal system, including habeas corpus and trial by jury
- demonstrating an understanding of the concept of federalism and examining the ways in which power is shared among federal, state, and local governments
- comparing the structure, roles, and responsibilities of the legislative, executive, and judicial branches of the federal government as defined by Articles I, II, and III of the U.S. Constitution (including the legislature's bicameral structure, law-making function, and power of taxation and the executive's veto, treaty-making, and commander-in-chief authority) and analyzing problems and solutions related to the distribution of power between the three branches of government
- describing the structure and function of the three branches of the Washington State government
- demonstrating an understanding of the purposes and organization of international relationships
- recognizing the powers that the U.S. Constitution gives to the president, Congress, and the federal judiciary in foreign affairs; examining the process by which U.S. foreign policy is made; and analyzing the influence of various factors and competing interests on the development of U.S. foreign policy



0014 Understand the key ideals and principles of democratic government in the United States, the electoral process, civic involvement, and the rights and responsibilities of participatory citizenship.

For example:

- demonstrating knowledge of key democratic ideals and constitutional principles as expressed in foundational U.S. documents (e.g., the Mayflower Compact, the Declaration of Independence, *The Federalist Papers*, the Bill of Rights)
- demonstrating an understanding of fundamental democratic concepts of limited government, constitutional supremacy, rule of law, checks and balances, and judicial review and examining the democratic ideals of individual human dignity, liberty, justice, equality, and the common good
- demonstrating an understanding of the electoral process in the United States, including the Electoral College and other important components of the electoral system, such as caucuses and primaries
- analyzing ways in which citizens participate in and influence the political process in the United States, evaluating skills needed for effective participation in public affairs, and considering developments that have increased or diminished individual rights and participation in the U.S. political system
- assessing the influence of campaign spending, advertising, and public opinion polls on the U.S. electoral process and analyzing how interest groups, the media, and other stakeholders influence the governmental decision-making process and shape major public policy initiatives, such as the New Deal and the Great Society
- demonstrating knowledge of the political, legal, and personal rights guaranteed to citizens of the United States; recognizing the responsibilities of U.S. citizenship; and analyzing the development of social efficacy—people's belief that they can effect social change—as a continuous and higher-order thinking process for civic participation



0015 Understand basic economic concepts and the operation of economic systems.

For example:

- recognizing the different functions of money and analyzing how money makes it possible to trade, borrow, save, invest, and compare the value of goods and services
- comparing the characteristics, advantages, and limitations of traditional, command, market, and mixed economic systems
- identifying the factors of production and examining how natural resources, labor, capital, and entrepreneurial management work together to produce goods and services
- analyzing how groups and individuals confront scarcity and choice when organizing, producing, and using resources
- examining the interaction between supply and demand in a market economy and explaining how various factors affect supply and demand
- recognizing that individuals must distinguish between needs and wants and evaluate the outcomes (e.g., fiscal, budgetary, social, emotional) of these choices
- analyzing the role of banks, financial markets, labor unions, corporations, individuals, communities, and other groups in the U.S. economic system
- analyzing the role of government in reallocating resources, providing goods and services, maintaining a legal framework for economic activity, and redistributing wealth between income groups
- explaining the ways in which trade produces both benefits and costs for individual nations and analyzing how comparative advantage encourages specialization in the U.S. and global economies



U.S. AND WORLD HISTORY

0016 Understand key themes and major developments in U.S. history from the Precontact period through the Columbian Exchange to 1900.

For example:

- examining the cultural practices and perspectives of the indigenous peoples of the area that would become the United States and exploring patterns of coexistence and conflict between Europeans, Native American tribes, and Africans during the colonial period
- analyzing the political, social, and economic origins of the movement for American independence (the Proclamation of 1763 limiting colonial expansion, colonial objections to taxation without representation, the Stamp Act, the Townshend Acts, the Tea Act, the Intolerable Acts) and examining major events leading to the Revolutionary War (the Boston Massacre, the Boston Tea Party, the Battles of Lexington and Concord)
- assessing the weaknesses of the Articles of Confederation, including the balance of power between the states and the national government; analyzing major issues and debates surrounding the creation and ratification of the U.S. Constitution; and recognizing major issues addressed by the Constitution (representation, slavery, structure of government, checks and balances, the protection of individual liberty)
- demonstrating an understanding of the course of westward expansion and the development of the West, and examining the impact of westward expansion on Native Americans
- evaluating the origins and effects of movements for reform of U.S. society during the first half of the nineteenth century
- examining the development of sectionalism (the doctrine of states' rights, the different economic systems of the North and the South), the emergence of slavery as a national issue (Dred Scott, the Fugitive Slave Acts), and efforts at compromise (the Missouri Compromise, the Compromise of 1850) in the decades prior to the Civil War
- analyzing the impact of the Civil War and Reconstruction on Northern and Southern societies; assessing the political, economic, and social consequences of the war (the promulgation of the Emancipation Proclamation); and evaluating the achievements (ratification of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution) and failures (the enactment of Black Codes) of the Reconstruction era
- analyzing the causes, effects, and changing nature of immigration to the United States; assessing the impact of industrialization and urbanization on U.S. social, political, and economic life, including the rise of the middle class; and examining ethnic and racial conflict in U.S. society
- examining the Spanish-American War and the emergence of the United States as a world power and considering key issues in the debate over U.S. expansionism



0017 Understand key themes and major developments in Washington State history from multiple perspectives.

For example:

- examining the cultural practices and perspectives of the Northwest Coastal and Plateau tribes and analyzing the effects of European and U.S. settlement on Native Americans in the Northwest
- recognizing the causes and effects of maritime and overland exploration and trade on the development of Washington State, analyzing historic and contemporary immigration and settlement patterns (e.g., the Oregon Trail), and examining economic, social, and political interactions among the state's diverse ethnic groups
- demonstrating an understanding of important social, economic, and political developments during the territorial and treaty-making era (the Great Migration, the Stevens treaties), and examining the achievement of statehood
- recognizing the role of railroads, resources, and labor in the development of Washington State; and analyzing major political, social, and economic developments in Washington between 1880 and 1945
- evaluating the effects of the Great Depression, the development of the Columbia Basin, and World War II on Washington State
- demonstrating an understanding of the impact of the Cold War and the civil rights movement on Washington State
- analyzing the social, political, environmental, and economic issues that have shaped contemporary Washington history



0018 Understand key themes and major developments in world history from 8000 BCE to 1450 CE.

For example:

- comparing central features of the civilizations that arose in Egypt and Mesopotamia (the Nile River, rule of the pharaohs, the Fertile Crescent, the Code of Hammurabi), analyzing cultural interactions and conflicts between them, and examining the influence of Egypt and Mesopotamia on the early kingdoms of northeast Africa
- demonstrating an understanding of the features and development of Asian civilizations (e.g., China, Japan, India)
- analyzing the development of democracy in ancient Greece (city-states, direct democracy); recognizing the contributions of Greek artists, writers, philosophers, and scientists (Socrates and the Socratic method of inquiry, Plato's *Republic* and the exploration of justice); considering Roman contributions in architecture and engineering; and evaluating reasons for the expansion and decline of the Roman Empire
- demonstrating an understanding of the features and development of North African and Middle Eastern civilizations (e.g., Islamic regions)
- demonstrating an understanding of the features and development of Maya, Aztec, and Inca civilizations
- demonstrating an understanding of the features and development of African kingdoms
- demonstrating an understanding of the features and development of European civilizations



GEOGRAPHY AND SOCIAL STUDIES CONCEPTS

0019 Understand the uses of geographic tools and the characteristics of major physical and human features of the earth.

For example:

- demonstrating knowledge of how to construct and use geographic tools (e.g., maps, charts, diagrams, models, geographic information systems [GIS]); comparing different map projections; and using geographic tools to analyze the physical distribution of people, places, resources, and environments
- using the Five Themes of Geography—Place, Region, Human/Environment Interaction, Location, and Movement—to examine geographic phenomena and analyze geographic issues
- identifying the location of physical and human features on maps and globes, describing the characteristics of major landforms and bodies of water, and recognizing the characteristics and distribution of major climate regions
- demonstrating knowledge of the physical processes that affect the earth and shape places and regions
- examining cultural activities that have influenced human spatial patterns and comparing the cultural characteristics of different world regions
- analyzing the physical characteristics and cultural interactions that define the Pacific Northwest and Pacific Rim as regions

0020 Understand interactions among humans, cultures, and environments.

For example:

- examining how human societies make use of different kinds of natural resources and examining changes in the meaning, use, distribution, and importance of various resources
- analyzing the effects of physical factors such as climate, topography, ecology, and location on population distribution, industry, agriculture, trade, and transportation
- demonstrating an understanding of how human actions modify the physical environment, examining how human societies adapt to environmental change, and comparing ways in which technological innovations solve environmental problems and create new ones
- analyzing the influence of culture on individuals and societies and examining the roles played by social institutions in the development and transmission of culture
- examining different interactions among cultures and the ways in which such interactions influence the diffusion of cultural products, practices, and perspectives
- examining the geographic context of major global issues and events, including historical events and developments, economic interdependence, human migrations, and global environmental challenges



0021 Understand and apply basic social studies concepts and skills.

For example:

- applying basic social studies terms and concepts (e.g., culture, era, democracy) to analyze a variety of civic, economic, geographic, and historical events, issues, and interpretations
- demonstrating an understanding of diverse views (e.g., historical, cultural, regional) of systems of interaction, exchange, space, and time
- demonstrating an understanding of historical chronology; recognizing how themes and events help define eras; grouping events and individuals into broadly defined historical periods; and evaluating causal factors that have shaped history, including individuals and groups, ideas and technology, and culture and cultural groups
- analyzing the benefits and limitations of different types of historical and social scientific evidence and information and using various reference resources to answer social studies questions and conduct historical and social scientific research
- applying research skills and procedures used in history and the social sciences
- distinguishing between fact, opinion, and reasoned argument and recognizing fallacies, stereotypes, biases, and propaganda in historical narratives and social scientific interpretations
- comparing and evaluating multiple historical and social scientific perspectives; demonstrating an understanding of concepts, issues, themes, and events from perspectives of diverse ethnic and cultural groups; analyzing factors that influence these perspectives; and demonstrating an understanding of the role of historical perspective in explaining the present and planning for the future
- using diverse cultural perspectives to analyze concepts and procedures of interpersonal and group process skills; and applying methods for resolving conflicts, negotiating differences, and achieving compromise on positions involving social studies information or interpretation