



California Subject Examinations for Teachers®

TEST GUIDE

SOCIAL SCIENCE SUBTEST I

Subtest Description

This document contains the Social Science subject matter requirements arranged according to the domains covered by Subtest I of CSET: Social Science. In parentheses after each named domain is the CCTC-assigned domain code from the Social Science subject matter requirements.

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California Subject Examinations for Teachers (CSET®)

Social Science Subtest I: World History; World Geography

Part I: Content Domains for Subject Matter Understanding and Skill in History and Social Science

WORLD HISTORY (SMR Domain 1)

Candidates demonstrate knowledge of the foundations and contexts of the world history contained in the History-Social Science Content Standards for California Public Schools (1998) as outlined in the History-Social Science Framework for California Public Schools (2001) at a post secondary level of rigor. Candidates have both broad and deep conceptual understanding of the subject matter. Candidates study the people, major events, and issues of the major Western and non-Western civilizations from the origins of humankind to the present. In their study of world history, candidates apply higher-level thinking skills. These skills include, but are not limited to, the ability to analyze, interpret, compare and contrast, and synthesize information about significant historical issues in both written and oral presentation. Candidates utilize appropriate research skills and primary and secondary sources. They engage in historiographic thinking, and demonstrate awareness of multiple historical and geographic perspectives. Candidates appreciate the fundamental role geography plays in historical inquiry. They also understand and are able to apply the principles of political science and economics to historical analysis.

0001 Ancient Civilizations (SMR 1.1)

Candidates analyze the geography, history, and cultures of Africa, Eurasia, and the Americas from the origins of humankind to the decline of the Roman Empire. Candidates:

- a. Describe what is known of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution, explaining how the methods of archaeology and anthropology contribute to the understanding of prehistory.
- b. Describe and analyze the impact of human interaction with the physical environment (e.g., climate, landforms, soils, water) on the development of the ancient cultures of Fertile Crescent (e.g. Sumerian, Babylonian, Hebrew), Persia, Egypt, Kush, Greece, India, China, Rome, and pre-Columbian America.
- c. Describe and analyze the religious, social, economic, and political structures of the ancient cultures of Mesopotamia, Persia, Egypt, Kush, Greece, India, China, Rome, and pre-Columbian America, and describe and analyze their intellectual, ethical, scientific, and artistic accomplishments and values.
- d. Describe and analyze the foundations of western political and philosophical thought in ancient Greek, Roman, and Judeo-Christian traditions.

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- e. Describe and analyze the foundations of Asian political and philosophical thought found in ancient Chinese and Indian traditions (e.g., Legalism, Taoism, Confucianism, Hinduism, Buddhism).
- f. Describe and analyze the importance and patterns of expansion and contraction of empires, religions, and trade that influenced various regional cultures through the decline of the Roman Empire.

(History-Social Science Content Standards for California Public Schools: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, 7.1, 10.1)

0002 Medieval and Early Modern Times (SMR 1.2)

Candidates trace and analyze historical interpretations of cause and effect, sequence, and correlation of the social, cultural, political, economic, and technological developments in Europe, Africa, Asia, and the Americas from A.D.500-1790. Candidates:

- a. Analyze the impact of geography, including both human and physical features, on the development of medieval and early-modern Asian, African (including sub-Saharan), Middle Eastern, pre-Columbian American, and European civilizations.
- b. Trace the decline of the Western Roman Empire and the development of the Byzantine Empire, and analyze the emergence of these two distinct European civilizations and their views on religion, culture, society, and politics.
- c. Describe the role and expansion of Christianity in medieval and early modern Europe and the Middle East.
- d. Identify the basic tenets of Islam, and describe Islamic society and culture between the beginning of the 7th century and the end of the 18th century.
- e. Analyze the religious and secular contributions of Islam to European, African and Asian civilizations and the impact of medieval Muslim civilization on Asia, Africa, and Europe between the beginning of the 7th century and the end of the 18th century.
- f. Analyze and compare and contrast the development of feudalism as a social, political, and economic system in Europe and Japan.
- g. Compare and contrast the geographic, political, economic, religious, and social structures of pre-Columbian American civilizations in North and South America between A.D. 500 and the end of the 18th century.
- h. Analyze the geographic, political, economic, religious, and social structures of Asia and Africa between A.D. 500 and the end of the 18th century.
- i. Analyze the art, literature, music, science, and technology of the Renaissance and their diffusion and impact throughout Europe.
- j. Analyze the political and religious transformations caused by the Reformation and their impact on Europe.
- k. Analyze the historical developments of the Scientific Revolution and the ideas of the Enlightenment and their effects on social, religious, political, economic, and cultural institutions.

(History-Social Science Content Standards for California Public Schools: 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 7.10, 7.11)

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0003 Modern World History (SMR 1.3)

Candidates trace and analyze the major developments in the modern world from the late 18th century through the present. Candidates:

- a. Describe and evaluate the significance of the “Age of Exploration,” and the main ideas of the Enlightenment and their influences on social, political, religious, and economic thought and practice.
- b. Compare and contrast the American Revolution and the French Revolution and their enduring worldwide effects on political expectations for self-government and individual liberty.
- c. Describe and analyze the emergence of nationalism in the 18th and 19th centuries and its impact on Western, African, and Asian societies.
- d. Analyze the causes and effects of the Industrial Revolution, including its impact on science, technology, and society.
- e. Describe the emergence and origins of new theories regarding politics, economics, literature, and the arts in the 18th, 19th, and 20th centuries.
- f. Analyze the economic, political, social, and geographic factors contributing to the emergence of 19th-century imperialism, and evaluate its impact on Africa, Southeast Asia, China, India, Latin America, and the Philippines.
- g. Compare and contrast the social, political, and economic factors that influenced the Russian revolutions of 1905 and 1917.
- h. Analyze the origins and course of World War I and its effects on Europe and the rest of the world, including its impact on science, technology, the arts, politics, society, economics, and geography.
- i. Analyze the conflict between fascist and Marxist/communist ideologies, and the rise, goals, and policies of dictatorships and totalitarian governments between the two World Wars.
- j. Analyze the origins, course, and consequences of World War II, including the human cost of the war (e.g., the Holocaust), the resulting redrawing of boundaries, and the movement of peoples in Europe, Asia, Africa, and the Middle East..
- k. Analyze the international developments of the post-World War II era, including decolonization, nationalism, nation-building, the development of international organizations, and global migration.
- l. Analyze the Cold War from its origins in the post-World War II 1940s to the dissolution of the Soviet Union in 1991, including its impact on social, cultural, political, economic, technological, and geographic developments in the world.
- m. Analyze the emergence of a global economy and its impact on the environment, epidemiology, and demographics, and the development and impact of the information, technology, and communications revolutions.
- n. Describe the causes and effects of genocide in the 20th century, including, but not limited to, the Armenian genocide, the Holocaust, and post-World War II “ethnic cleansing.”
- o. Explain and evaluate the strategic importance of the Middle East and the volatile political relations within the region.

(History-Social Science Content Standards for California Public Schools: 10.2, 10.3, 10.4, 10.5, 10.6, 10.7, 10.8, 10.9, 10.10, 10.11)

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PRINCIPLES OF GEOGRAPHY (SMR Domain 6)

Candidates demonstrate knowledge of the foundations and contexts of the geography contained in the History-Social Science Content Standards for California Public Schools (1998) as outlined in the History-Social Science Framework for California Public Schools (2001) at a post secondary level of rigor. Candidates have both broad and deep conceptual understanding of the subject matter. Candidates study the principles of geography and their application to the study of history, political science, and economics. In their study of geography, they apply higher level thinking skills. These skills include (but are not limited to) the ability to analyze, interpret, compare and contrast, and synthesize information regarding the geographic character of landscapes, societies, and ecosystems across the earth. They know the five basic themes of geography as stated in the 2000 History-Social Science Framework: location; place; human and environmental interaction; movement; and regions. Candidates use basic map and globe skills, such as latitude/longitude, relative location, distance/direction, scale, legend, map projections, and distortion categories to describe and analyze the world from a geographic perspective.

0004 Tools and Perspectives of Geographic Study (SMR 6.1)

Candidates use the tools, theories, and methodologies of geography to analyze the history and current issues of the world's peoples and places. Candidates:

- a. Describe the criteria for defining regions and identify why places and regions are important.
- b. Explain the nature of map projections and use maps, as well as other geographic representations and technologies (including remote sensing and geographic information systems) to acquire, process, and report information from a spatial perspective.

(History-Social Science Content Standards for California Public Schools, Grades 6-12, Historical and Social Science Analysis Skills, Chronological and Spatial Thinking, #3)

0005 Geographic Diversity of Natural Landscapes and Human Societies (SMR 6.2)

Candidates make inter- and intra-regional comparisons and analyze the geographic diversity of human societies, using such concepts as density, distribution, growth, demographic transition, culture, and place identification. Candidates:

- a. Analyze how unique ecologic settings are encouraged by various combinations of natural and social phenomena, including bio-geographic relationships with climate, soil, and terrain.
- b. Analyze the patterns and networks of economic interdependence across the earth's surface during the agricultural, industrial, and post-industrial revolutions, including the production and processing of raw materials, marketing, consumption, transportation, and other measures of economic development.
- c. Describe the processes, patterns, and functions of human settlements from subsistence agriculture to industrial metropolis.

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- d. Analyze the forces of cooperation and conflict among peoples and societies that influence the division and control of the earth's surface (e.g., boundaries and frontiers, the control of resources, centripetal vs. centrifugal forces, spheres of influence).

(History-Social Science Content Standards for California Public Schools: 11.6.3, 10.5.2, 12.2.6, 7.2.1, 8.12.1, 10.5.2, 11.2.6)

0006 Culture and the Physical Environment (SMR 6.3)

Candidates describe and analyze and discuss the geographic interactions between human activities and the physical environment in the past and present, and plan for the future. Candidates:

- a. Describe and analyze ways in which human societies and settlement patterns develop in response to the physical environment, and explain the social, political, economic, and physical processes that have resulted in today's urban and rural landscapes.
- b. Recognize the interrelationship of environmental and social policy.

(History-Social Science Content Standards for California Public Schools: 6.1.1, 6.1.2, 6.2.1, 6.2.2, 6.4.1 6.5.1, 6.6.1, 6.6.7, 6.7.3, 7.3.2, 7.3.4, 7.4.2, 7.4.4, 7.6.1, 7.6.3, 7.7.1, 7.8.2, 7.8.3, 7.11.3, 8.6.1, 8.6.2, 8.7.1, 8.8.5, 8.12.1, 8.12.5, 10.3.5, 10.4.1, 10.4.2, 10.10.1, 11.1, 11.2.2, 11.2.6, 11.4, 11.5.7, 11.6.3, 11.8.6, 11.11.5, 6.2.8, 6.6.2, 6.7.1, 7.4.1, 10.10, 6.4.6, 6.5.2, 6.5.6, 7.1.2, 7.2.4, 7.7.3, 8.3.5, 8.5.2, 8.8.6, 8.10.2, 8.10.7, 10.5.2, 10.6.2, 10.8.3, 11.4.2, 11.7.2, 11.9.3)

Part II: Subject Matter Skills and Abilities
Applicable to the Content Domains in Social Science

Throughout their course of study, candidates for a teaching credential have opportunities to demonstrate their ability to apply higher-level thinking, writing, and presentation skills to their study of the social sciences. These skills include (but are not limited to) the ability to analyze, interpret, compare and contrast, and synthesize information about significant social, political, economic, and geographic issues in written, oral, and visual form. Candidates understand, critically assess, and use the different types of information found on the internet and in archives, libraries, museums, and other repositories. They utilize chronological, spatial, interdisciplinary, and thematic thinking. They consider the impact of cultural, political, and ethical perspectives on issues and their interpretation.

Candidates understand the nature of historiography and the necessity of historical revision. They are able to distinguish valid arguments from fallacious arguments in historical interpretations. They identify bias and prejudice in historical interpretations, and evaluate major debates among historians concerning alternative interpretations of the past. Within this evaluation, candidates analyze authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications. They construct and test hypotheses; collect, evaluate, and employ data from multiple primary and secondary sources; and present it in oral, written, and visual forms.

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Candidates demonstrate the connections, causal and otherwise, between particular historical events and larger social, cultural, economic, political, and technological trends. They recognize the complexity of historical causes and effects, including the limitations on determining historical causation. They interpret past events and issues within their historical context rather than solely in terms of present-day norms and values, while understanding that the past and its interpretations can have contemporary relevance. They understand the contingent nature of historical events and recognize that events could have taken other directions.

Candidates draw upon and apply methodologies and approaches of the social sciences to inform their study of history. With regard to methodology, candidates are familiar with issues of hypothesis generation and testing. They are also familiar with the strengths and weaknesses of different methods for gathering data, such as observation, archival research, content analysis, in-depth interviewing, surveys, and experimentation. Candidates understand both qualitative and quantitative methods of data analysis and their respective strengths and weaknesses.

Candidates are aware of the analytical perspectives characteristic of the social sciences as a whole. The social sciences all regard certain issues as fundamental, but address them quite differently. Key points of divergence include how to understand the relationship between the individual and society and whether to focus on culture and language or social structure and behavior. Candidates are able to address the ethical questions raised by social analysis, including such fundamental debates as relativism vs. universalism and individualism vs. collectivism.

(History-Social Science Content Standards for California Public Schools: Grades 6-8 and 9-12: Historical and Social Sciences Analysis Skills)