



# California Subject Examinations for Teachers®

## TEST GUIDE

### SOCIAL SCIENCE SUBTEST II

#### Subtest Description

This document contains the Social Science subject matter requirements arranged according to the domains covered by Subtest II 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 II: U.S. History; U.S. Geography

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

##### U.S. HISTORY (SMR Domain 2)

Candidates demonstrate knowledge of the foundations and contexts of the United States 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 and major events and issues of U. S. history from the colonization of North America to the present. In their study of U.S. history, 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 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 are aware of multiple historical and geographic perspectives. Candidates appreciate the fundamental role geography plays in historical inquiry, and they understand and apply the principles of political science and economics to historical analysis of U.S. history.

##### 0001 Pre-Revolutionary Era and the War for Independence (SMR 2.1)

Candidates describe the pre-Revolutionary era from early European exploration and settlement through the War for Independence. Candidates:

- a. Describe the major American Indian cultural groups and their contributions to early American society.
- b. Explain and analyze the struggle for the control of North America among European powers and the emergence of the 13 colonies under English rule.
- c. Analyze the effects of English, French, Dutch, and Spanish colonial rule on social, economic, and governmental structures in North America, and the relationships of these colonies with American Indian societies.
- d. Describe the institutionalization of African slavery in the Western Hemisphere and analyze its consequences in sub-Saharan Africa.
- e. Analyze the causes for the War for Independence, the conduct of the war, and its impact on Americans.

(History-Social Science Content Standards for California Public Schools: 8.1, 8.2, 8.7, 11.1, 5.1, 5.3, 5.4, 5.5, 5.6)

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**0002 The Development of the Constitution and the Early Republic (SMR 2.2)**

Candidates describe and analyze the development of the political system of the United States and the ways that citizens participate in it through executive, legislative and judicial processes. Candidates:

- a. Describe and evaluate the impact of the Enlightenment and the unique colonial experiences on the writing of the Declaration of Independence, Articles of Confederation, the Federalist Papers, the Constitution, and the Bill of Rights.
- b. Examine the issues regarding ratification of the Constitution, and compare and contrast the positions of the Federalists and Anti-Federalists.

(History-Social Science Content Standards for California Public Schools: 8.1, 8.2, 11.1, 12.1)

**0003 The Emergence of a New Nation (SMR 2.3)**

Candidates describe the social, political, and economic developments of the American people between the ratification of the Constitution and the Civil War. Candidates:

- a. Describe the differing visions of the early political parties and explain the reasons for the respective successes and failures of those parties.
- b. Compare the significant political and socioeconomic ideas and issues during the Jeffersonian and Jacksonian periods and contrast how they were implemented in policy and practice.
- c. Describe American foreign policy prior to the Civil War.
- d. Identify and describe the political, social, religious, economic, and geographic factors that led to the formation of distinct regional and sectional identities and cultures.
- e. Describe the purpose, challenges, and economic incentives associated with settlements of the West, including the concept of Manifest Destiny.
- f. Map and analyze the expansion of U.S. borders and the settlement of the West, and describe how geographic features influenced this expansion.
- g. Analyze the evolution of American Indian policy up to the Civil War.
- h. Describe and analyze the impact of slavery on American society, government, and economy, and the contributions of enslaved Africans to America, and trace the attempts to abolish slavery in the first half of the 19th century.
- i. Describe and compare and contrast early 19th-Century social and reform movements and their impact on antebellum American society (e.g., the Second Great Awakening, the temperance movement, the early women's movement, utopianism).

(History-Social Science Content Standards for California Public Schools: 8.3, 8.4, 8.5, 8.6, 8.7, 8.8, 8.9, 11.1, 11.3)

**0004 Civil War and Reconstruction (SMR 2.4)**

Candidates explain and analyze the political, economic, geographic, and social causes and consequences of the Civil War. Candidates:

- a. Interpret the debates over the doctrines of nullification and state secession.

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- b. Compare and contrast the strengths and weaknesses of the Union and Confederacy.
- c. Describe the major military and political turning points of the war.
- d. Describe and analyze the physical, social, political, and economic impact of the war on combatants, civilians, communities, states, and the nation.
- e. Compare and contrast plans for Reconstruction with its actual implementation.
- f. Explain and assess the development and adoption of segregation laws, the influence of social mores on the passage and implementation of these laws, and the rise of white supremacist organizations.
- g. Analyze the relationship of the 13th, 14th, and 15th Amendments to Reconstruction, and compare and contrast their initial and later interpretations.

(History-Social Science Content Standards for California Public Schools: 8.10, 8.11, 11.1)

**0005 The “Gilded Age” (SMR 2.5)**

Candidates examine the relationship among post-Civil War economic development and political, social, and geographic issues and events in the second half of the 19th century. Candidates:

- a. Describe and analyze the role of entrepreneurs and industrialists and their impact on the United States economy..
- b. Describe and analyze the effects of industrialization on the American economy and society, including increased immigration, changing working conditions, and the growth of early labor organizations.
- c. Explain and analyze the causes for, and the impact of, Populism and Progressivism.
- d. Explain the development of federal Indian policy – including the environmental consequences of forced migration into marginal regions – and its consequences for American Indians.
- e. Analyze the impact of industrialism and urbanization on the physical and social environments of the United States.

(History-Social Science Content Standards for California Public Schools: 8.12, 11.2)

**0006 The U.S. as a World Power (SMR 2.6)**

Candidates trace and evaluate the emergence of the U.S. as an economic, diplomatic, and military world power in the early 20th century. Candidates:

- a. Evaluate the debate about American imperialistic policies before, during and following the Spanish-American War.
- b. Analyze the political, economic, and geographic significance of the Panama Canal, the “Open Door” policy with China, Theodore Roosevelt’s “Big Stick” Diplomacy, William Howard Taft’s “Dollar” Diplomacy, and Woodrow Wilson’s Moral Diplomacy.
- c. Evaluate the political, economic, social, and geographic consequences of World War I in terms of American foreign policy and the war’s impact on the American home front.

(History-Social Science Content Standards for California Public Schools: 11.4)

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**0007 The 1920s (SMR 2.7)**

Candidates analyze the political, social, economic, technological, cultural, and geographic developments of the 1920s. Candidates:

- a. Analyze domestic events that resulted in, or contributed to, the Red Scare, Marcus Garvey's Back to Africa movement, the Ku Klux Klan, the American Civil Liberties Union, the National Association for the Advancement of Colored People, and the Anti-Defamation League.
- b. Analyze the significance of the passage of the 18th and 19th Amendments as they related to the changing political and economic roles of women in society.
- c. Assess changes in American immigration policy in the 1920s.
- d. Describe new trends in literature, music, and art, including the Harlem Renaissance and the Jazz Age.
- e. Assess the impact of radio, mass production techniques, and the growth of cities on American society.

(History-Social Science Content Standards for California Public Schools: 11.5)

**0008 The Great Depression and the New Deal (SMR 2.8)**

Candidates analyze the social, political, economic, and geographic effects of the Great Depression and its impact on the changing role of government in economy and society. Candidates:

- a. Analyze the differing explanations for the 1929 stock market crash, Herbert Hoover's and Congress' responses to the crisis, and the implementation of Franklin Delano Roosevelt's New Deal policies.
- b. Describe and assess the human toll of the Great Depression, including the impact of natural disasters and agricultural practices on the migration from rural Southern and Eastern regions to urban and Western areas.
- c. Analyze the effects of, and controversies arising from, New Deal policies, including the social and physical consequences of regional programs (e.g., the Tennessee Valley Authority, the Central Valley Project).
- d. Trace and evaluate the gains and losses of organized labor in the 1930s.

(History-Social Science Content Standards for California Public Schools: 11.6)

**0009 World War II (SMR 2.9)**

Candidates analyze U.S. participation in World War II. Candidates:

- a. Explain the origins of American involvement in World War II, including reactions to events in Europe, Africa, and Asia.
- b. Analyze American foreign policy before and during World War II.

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- c. Evaluate and analyze significant events, issues, and experiences during World War II, including:
  - ◆ Internment of people of Japanese ancestry
  - ◆ Allied response to the Holocaust
  - ◆ The experiences and contributions of American fighting forces, including the role of minorities (e.g., the Tuskegee Airmen, the 442nd Regimental Combat Unit, Navajo Code Talkers)
  - ◆ The role of women and minority groups at home
  - ◆ Major developments in aviation, weaponry, communications, and medicine
  - ◆ The significance and ramifications of the decision to drop the atomic bomb
- d. Assess American foreign policy in the aftermath of World War II, using geographic, political, and economic perspectives.

(History-Social Science Content Standards for California Public Schools: 11.7)

**0010 Post-World War II America (SMR 2.10)**

Candidates analyze the major issues in post-World War II America. Candidates:

- a. Describe and evaluate the significance of changes in international migration patterns and their impact on society and the economy.
- b. Describe the increased role of the federal government in response to World War II and the Cold War and assess the impact of this increased role on regional economic structures, society, and the political system.
- c. Describe the effects of technological developments on society, politics, and the economy since 1945.
- d. Analyze the major domestic policies of presidential administrations from Harry S Truman to the present.

(History-Social Science Content Standards for California Public Schools: 11.8)

**0011 Post-World War II U.S. Foreign Policy (SMR 2.11)**

Candidates analyze U.S. foreign policy since World War II and its impact on the world. Candidates:

- a. Trace the origins of the Cold War.
- b. Analyze the roles of the Truman Doctrine, the Marshall Plan, and military alliances, including the North American Treaty Organization (NATO), the South East Asian Treaty Organization (SEATO), and the Warsaw Pact.
- c. Trace the origins and consequences of the Korean War.
- d. Explain and analyze the relationship between domestic and foreign policy during the Cold War, including McCarthyism.
- e. Analyze the foreign policies of post-World War II presidential administrations and their effect on the Cold War.

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- f. Trace the causes, controversies, and consequences of the Vietnam War, its effects on American combatants and civilians, and its continued impact on American society.

(History-Social Science Content Standards for California Public Schools: 11.8, 11.9, 11.11)

**0012 Civil Rights Movement (SMR 2.12)**

Candidates trace the reasons for and the development of civil rights from World War II to the present. Candidates:

- a. Examine and analyze the key people, events, policies, and court cases in the field of civil rights from varying perspectives.
- b. Describe the civil rights movements of African Americans and other minority groups and their impacts on government, society, and the economy.
- c. Analyze the development of the women's rights movement and its connections to other social and political movements.

(History-Social Science Content Standards for California Public Schools: 11.10, 11.3)

**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.

**0013 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.

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- 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)

**0014 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.
- 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)

**0015 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)



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**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.

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)